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ABSTRACT

This document is designed to enlarge and expand the intergenerational community service mission and serve as a practical tool to anyone (including policymakers and program planning professionals) who wishes to learn about or start intergenerational community service programs (ICSPs). The following ICSP topics are discussed: rationale (building citizenship and understanding in a diverse society); best practices (guiding principles, components, myths); planning (assessing needs, engaging community partners, setting goals/objectives, selecting projects defining roles, developing a resource and funding base); implementing (recruitment, participant orientation and training, sample activities); sustaining (support, community visibility, dissemination, program evaluation); the state of the art (Delta Service Corps and Partners for Tomorrow); and tips from three ICSP experts (Billie Ann Myers, John Briscoe, and Lynn Thornton). Appended are the following: 97-item annotated bibliography; annotated list of 11 selected ICSP specialists; contact information for 17 featured programs; information about national/community service grants, the National Senior Volunteer Corps, Title V of the Older Americans Act, and selected multicultural organizations and organizations serving persons with disabilities; and exercise for building intergenerational understanding. (MN)

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Young and Old Serving Together

meeting community needs through intergenerational partnerships

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Tess Scannell, MSW and Angela Roberts, MSW

generations united

a coalition of over 100 national organizations
on intergenerational issues and programs

Washington, D.C.

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Generations United

Generations United, A National Coalition on Intergenerational Issues and Programs, was founded in 1986 to highlight issues affecting people of all ages. Its purpose is to increase public awareness about the common issues faced by Americans of every generation; to promote programs that increase intergenerational cooperation and exchange; and to participate in endeavors that bring the generations together in service to one another and to communities. The coalition has more than 100 national, nonprofit organizations and 17 state and local affiliates as members and is co-chaired by the American Association of Retired Persons, The Child Welfare League of America, The Children's Defense Fund, and the National Council on the Aging.

The Corporation for National and Community Service

Officially launched on October 1, 1993, the Corporation for National and Community Service is responsible for the administration of national service programs. The Corporation combined two existing independent federal agencies, ACTION and the Commission on National and Community Service.

The mission of the Corporation for National and Community Service is to engage Americans of all ages and backgrounds in community-based service to address the nation's education, human, public safety, and environmental needs. In doing so, the Corporation fosters civic responsibility, strengthens the cords that bind us together as a people, and provides educational opportunities for those who make a substantial commitment to service.

ACKNOWLEDGEMENTS vii

PROJECT ADVISORY COMMITTEE viii

INTRODUCTION ix

Chapter 1 1

Why Intergenerational Community Service Programs Now? 2
  Building Citizenship Through Service 3
  Intergenerational Community Service Programs in a Diverse Society 3
  Potential Benefits of Intergenerational Community Service Programs 4
  Thinking Intergenerationally 6

Chapter 2 7

Best Practices for Intergenerational Community Service Programs 8
  Guiding Principles 8
  Components of Intergenerational Community Service Programs:
    Criteria for Best Practice 9
  Intergenerational Community Service Myth List 14

Chapter 3 17

Planning Intergenerational Community Service Programs 18
  Assessing Needs for Service 18
  Engaging Community Partners 20
  Setting Goals and Objectives 21
  Selecting Projects 23
  Defining Administration and Staff Roles 24
    Staff Preparation and Training 24
    Staff Composition 25
    Leadershift 25
  Developing A Diverse Resource and Funding Base 26
    Attracting Community Partners 26
    Tapping State and Local Government Agencies 27
    Identifying Occasional Federal Opportunities 28
    Garnering Private Sector Support 28
    Seeking Out Grants and Grantmakers: Foundation Support 29

Chapter 4 31

Implementing Intergenerational Community Service Programs 32
  Recruitment 32
  Participant Orientation, Preparation and Training 38
  A Sampling of "Icebreaker" Activities 40
  When Preparation and Training are Inadequate: A Cautionary Tale 41
  Activities 43

Chapter 5 .... **47**
Sustaining Your Intergenerational Community Service Program 48
  Support 48
  Community Visibility 49
  Dissemination 50
  Program Evaluation 50

Chapter 6 .... **53**
The State of the Art in Intergenerational Community Service Programs 54
  The Delta Service Corps 54
  Partners for Tomorrow 60

Chapter 7 .... **65**
Tips From Selected Experts 66
Billie Ann Myers 66
John Briscoe 71
Lynn Thornton 75

APPENDICES **83**
Appendix A–Annotated Bibliography 84
Appendix B–Selected Professionals and Specialists 98
Appendix C–Contact Information for Featured Programs 101
Appendix D–The National and Community Service Truct Act of 1993 Overview 102
Appendix E–National Senior Volunteer Corps 103
Appendix F–The Senior Community Service Employment Program 104
Appendix G–Selected Multicultural Organizations and Organizations Serving Persons with Disabilities 105
Appendix H–Building Intergenerational Understanding Exercise 106
Appendix I–Generations United Members 107
Product Evaluation Form 109

7

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Thanks also to **John Briscoe**, Former Director PennSERVE, and **Lynn Thornton,** Executive Director of the Georgia Commission on National and Community Service and Former Director of the **Georgia Peach Corps, Atlanta, Georgia** for their contributions to this work.

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We also thank everyone who took the time to respond to our intergenerational community service questionnaire, those who spared the time for telephone interviews, and those who shared program experiences, tips, and secrets for success.

Finally, we dedicate this work to all practitioners, program participants, and communities who create, support, and expand opportunities for young and old to serve their communities together. The promise of intergenerational community service comes alive through your work, and our future and our nation are better because of it.

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INTRODUCTION

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Intergenerational Community Service Today

> **"I enjoy thinking about the day we all planted trees together. All of us older folks and the kids just kept laughing and telling stories as we worked...I know those kids will grow up and maybe go on with their lives someplace else. It's more likely than not they'll have to leave. But someday, those kids might come back, to live or visit. And those trees we planted together will have kept growing and growing all the time, so when they see those trees, the kids can look back and remember the day we all worked to put them there. From all those small trees, a forest will grow up someday. That day when we planted them, besides the fun we had, I hope we gave something valuable to the town and some valuable memories for these youngsters to take with them through life, a memory of home that will keep standing here in Tamarack."**
>
> **—Elmer, 80+, Older Adult Partner for Tomorrow, Tamarack, Minnesota**

Throughout northern Minnesota, from the shipping communities of Lake Superior to the mining and farming towns across the Arrowhead Region, small rural counties face eroding economic opportunities and changing population demographics, including large outmigrations of young persons. The Arrowhead Regional Development Commission, the agency responsible for growth, planning, technical assistance, and community revitalization, asked communities about their most pressing problems.

Communities cited a lack of crosscutting indigenous leadership and a sense of being caught up in sweeping changes extending beyond the boundaries of their towns and communities. They spoke of a pervasive feeling of fragmentation in communities where many families have lived for generations. Community youth, realizing that traditional jobs have little to offer them, head for Minneapolis or St. Paul. The older adult population continues to grow. What, communities asked, are we losing because of all of this? How can our young people remain connected to the towns where they grew up, when years and distance separate them? How can older adults find a new sense of community and new roles? How can young and old work together to create new traditions and new histories in their communities?

One response to these expressed needs is **Partners for Tomorrow**, an intergenerational community service and leadership program in which middle and high school youth and older adults work together as equal partners to serve their communities. They participate in meaningful community service activities that engage their combined energies and visions and build their leadership skills. The intergenerational leadership model, with its focus on service by two generations, is replicable and transferable to many community settings. In ten rural communities, young and old plant trees to replace those depleted in timber harvest; document the histories of their towns; perform fundraising activities for local schools; as well as many other projects that bring them together as teams to help their communities. Through service, young and old are invested in their communities. They are intergenerational leaders and architects of new traditions.

> "I think we are a big benefit for our town. We've shown this town that there are lots of things people can do. And it's not just one adult and thirty children, it's almost equal older people and kids working together so that's a big help for all of us. I don't like the way most groups are for older people and kids; they separate us. But this is more beneficial. You get more out of a group when there are these two generations. I know that personally. When we do things, it's not just what kids want or older people want. It's what's best for our town so we find ways to work together and we all learn things from each other."
>
> —Aimee, 13,
> Youth Partner for Tomorrow,
> Deer River, Minnesota

Partners for Tomorrow demonstrates that programs where young and old serve their communities really work. It illustrates that the power of community is enhanced when the untapped resources of youth and older adults have a way to grow and thrive. It shows that intergenerational community service is an extension of community education, community involvement, and community development. It reminds us that young and old serving together means achieving real results for real needs, and that age has nothing to do with leadership, commitment, or service.

▼▼▼

In a society where members of different generations are increasingly fragmented, separated, and isolated from one another, the ever expanding field of intergenerational programs works to bring people of different ages together. The first documented intergenerational program, the federally sponsored Foster Grandparents Program, began operation in 1965. Older adult volunteers were recruited to provide support and services to disadvantaged and vulnerable young children. Three decades later, hundreds, possibly thousands, of intergenerational programs of all types and sizes are operating in communities all across the nation.

Traditionally, intergenerational programs cast members of each generation into one of two roles: service provider or service recipient. For example, older adults tutor at-risk middle school students; high school students perform chore services for homebound elderly.

Although all intergenerational programs offer numerous benefits such as sharing and learning between generations, dispelling of stereotypes, and the exchange of culture and history, a small (but growing) number possess additional power because, in them, young and old serve their communities together. Young and old participants work side by side to serve others in their community. Examples include working together in a homeless shelter, collaborating on an environmental project (such as community recycling), or serving as tutoring teams to elementary school children.

Finally, a few definitions. Throughout this work, when we use the term **intergenerational programs** we mean programs that purposefully bring together old and young in ongoing planned activities designed to achieve the development of new relationships as well as specified program goals.

By **older persons** we mean those ages 55 and older, while by **young persons** we mean young children through young adults in their 20's.

Lastly, when we refer to **community service programs** we mean those engaging citizens in activities and projects to benefit the community and to meet unmet safety, human, education, or environmental needs.

In this publication, we will look at programs where traditional intergenerational programs and community service programs overlap. We will look at programs where young and old work together, side by side, to get things done in their communities.

Our purpose is to enlarge and expand the intergenerational community service mission, as well as to offer a useful and practical tool to anyone who wishes to learn about or start intergenerational community service programs.

We hope to stimulate thinking about: how intergenerational components can **enhance** the community service programs that you are currently operating; how introducing **new** intergenerational community service programs into your arrays of service can help to **meet needs** in your community; and what it takes **to develop, implement, and maintain** intergenerational community service programs.

This publication is designed for a broad audience, including experienced human service program developers and operators, representatives of state commissions on national and community service, and diverse professionals from many networks such as youth service, education, and aging, who, as part of their daily tasks, create programs that meet critical needs of individuals and their communities.

"One Community's Vision"

As part of the Leadership Training Retreat, young and old participants in **Partners for Tomorrow** sit back in their chairs and close their eyes to focus their inner sight.

Staff prompt them with questions and suggestions such as "You are five years old. It's summer in your town. What do you see?" or "You are standing on a street corner in the middle of town. What do you see?" Participants share their visions and memories with the group. Staff carefully call attention to memory overlaps between youth and older adult participants. Both young and old talk about the beautiful trees in their communities, about picking blueberries in summer, running barefoot through the grass, sledding down snow covered hills, or skating on the river.

When differences between the age groups arise, more discussion is encouraged. What about clothing? What about walking to school or riding a bus? What about the road where, once, there was only an open field? Reflections include life in the present: strengths and areas for improvement in the community. Why don't we have a day care center? Why don't we have a community hospital? It takes an ambulance forty-five minutes to arrive. We have beautiful lakes and rivers. We must preserve them.

One purpose of the exercise is to remind young and old what it means to have special and cherished memories of home. Another is to illustrate what it means to live in a community that has changed in the past and will change in the future. "The message is that communities change all the time," says Sally Rae Hedtke, Program Coordinator. "And to teach the Partners that change for the better comes from ordinary people just like them, young and old together."

Young and old participants then work in small groups to create a vision of their community in the future. They draw and color a map of their community to illustrate their shared ideas, and hopes. "This is a very special part of training," Sally observes. "It's a real treat to see them, the older folks and the kids, sitting with their heads together planning and talking and solving problems." With its vision complete, each small group makes a presentation to the larger group.

> **"In my school, when we misbehave or do something wrong, we go sit in the room with one of our Elders. Today I found out I won't sit in the room with the Elders. I'll get to work with them and with lots of other people, too."**
>
> **—Amy, 11, Youth Partner for Tomorrow, Cloquet, Fond du Lac Reservation, Chippewa Indian Nation, Minnesota, during the Training Leadership Retreat, December 1993**

> **"I haven't had this much fun in years! It's upbeat with the joking and the laughing and all of this working together. Working with these kids is going to be something else. It's going to be darn hard work, but heck, I tell you, I can't wait to get started."**
>
> **—Harold, 67, Older Adult Partner for Tomorrow, Hill City, Minnesota, during the Training Leadership Retreat, December 1993**

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The Cloquet **Partners for Tomorrow**, which include members of the Chippewa Indian Nation, presented this vision created and shared by young and old together.

"In our community, there won't be any more pollution. There will be a big community park with a fountain and everybody, like little kids and older people and Elders, can come to sit. Everybody will live together and like each other. There won't be any separation by color or age or rich or poor. There won't be any prejudice. Everybody will be the same."

Can young and old have the same hopes, dreams, and goals for their communities? Can they work together to transform the vision into real world change? Never doubt it.

CHAPTER ONE

WHY INTERGENERATIONAL COMMUNITY SERVICE PROGRAMS?

Building Citizenship Through Service 3
Intergenerational Community Service Programs in a Diverse Society 3
Potential Benefits of Intergenerational Community Service Programs 4
Thinking Intergenerationally 6

Why Intergenerational Community Service Programs Now?

Over the course of the last century, America has become highly segregated by age, and family functions have been assumed by a range of more or less age-specific institutions. Children attend age-segregated schools; adults work in environments almost exclusive of children under 16 and adults over 65; elderly people often live in age-segregated housing; and both children and older persons are cared for in age-segregated facilities (day or long-term). Furthermore, too few American institutions bring together people of different ages, socioeconomic backgrounds, abilities, races and ethnicities in a common cause. Both young people and older adults suffer from a sense of isolation.

Intergenerational programs have become an increasingly popular way of bringing young and old together through mutually beneficial exchange. Over the last twenty years, hundreds and possibly thousands of intergenerational programs have cropped up in communities throughout America. These programs have proven particularly effective because they meet numerous needs of old, young, families and communities and are almost always cost effective. Program settings and activities are varied. Older persons are serving as tutors, mentors, school partners, and child care providers in numerous community based settings; young people are providing chore services and friendly visiting to older persons in their homes and in nursing homes. All intergenerational programs are structured so that both age groups benefit from the interaction, but in the vast majority of programs, one age group is the provider of service and the other age group is the recipient of service. For example, older people mentor or tutor young children or adolescents; or young people visit frail elders in a nursing home.

Another option is for both young and old to work together, to be partners in providing services to their communities. This partnering of young and old is happening in several communities and the participants are finding that the partnership is creating an appreciation of young and old for each other and the communities are reaping the benefits of their work.

"Demographic trends give us glimpse into our future as a society. By 2030, one American in three will be 55 and older, and one in five will be 65 and older. At the same time, the number of Americans under 35 will drop to 41%. Birth rates will continue to drop. We will have a society filled with changes no one anticipated 40 or 50 years ago...We give both young and old persons a sideline status in society. We feel justified in making decisions for them and assumptions about them. Too often we devalue our older citizens; we look at them and say 'look what they cost us,' rather than 'look at all they gave and can continue to give.' The plight of children and youth in the 80s and 90s is a social tragedy of the first order. We know what we expect of our young people in the future, but are too often unwilling to provide what's needed to get them there. The watch word for the future is "intergenerational." When all generations can experience each other in positive and supportive ways, society wins in all ways."

—Paul Kerschner, Executive Director, Gerontological Society of America

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"A debt of service is due from every man to his country."
—Thomas Jefferson

Building Citizenship Through Service

As citizens of a common nation, we share both rights and responsibilities—regardless of age. Citizenship is a lifelong process. The very young and the very old—who are often viewed as consumers of services, not as change agents—challenge these marginal roles through intergenerational community service. They are valued community assets.

Intergenerational Community Service Programs in a Diverse Society

The landscape of American communities is changing. The composition of citizens in American communities reflects increasing diversity, including diversity of culture, ethnicity, age, and abilities/disabilities. Intergenerational community service programs promote shared respect, understanding, and cooperation among people of all ages; linking young and old in service together are essential elements to strengthen communities.

"I hope, believe and dream that national service will remain throughout the life of America not a series of promises, but a series of challenges, across all the generations and all walks of life to help us to rebuild our troubled but wonderful land."
—President Bill Clinton

Intergenerational programs have traditionally been supported because they change attitudes and create good feelings between the participants. By adding a community service component, intergenerational programs fulfill a public purpose by contributing to vital social issues. Old and young are joined in a common historical task of shaping the public world and understand themselves as participants in that world. According to researchers Moody and Disch[1], intergenerational community service programs are vehicles for building support for public schools, for raising awareness about the environment, public safety, and for helping all community members young and old to live healthier lifestyles. Through joint community service, both young and old are viewed as members of an enduring historical community, existing before their birth and remaining after their departure. The benefits of their work reach beyond the needs and interests of the very young and the very old, and enrich society as a whole.

---

[1] Harry R. Moody, PhD and Robert Disch, MA, "Intergenerational Programming in Public Policy"

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"The possibilities for combining the elderly and youth in service programs are the most promising and the most underexplored issues associated with national service. We urge more attention to them."
— Richard Danzig and Peter Szanton

Potential Benefits of Intergenerational Community Service Programs

Community Benefits

- **Building Community Partnerships:** Intergenerational programs bring together diverse groups and networks. People who do not usually work together join to solve problems and become invested in the community. An issue stops being seen as an "aging problem," "an education problem," or a "youth problem." Instead it becomes "our challenge and our solution."

- **Maximizing Resources and Developing New Sources of Support**: More and more often, program administrators and developers must deliver services in an environment of scarcity. Intergenerational community service programs tend to multiply both the material and human resources.

  Sharing talent and resources creates a unified group identity in the community and can help organizations reach new resources. Young and old can collaborate on fundraisers. When groups representing young and old approach local funders together, those funders are more likely to respond positively because they can see broad based community support for an issue or a project.

- **Expanding Services**: The addition of intergenerational community service programs into service delivery systems can expand the level of services. More needs can be met; more problems can be addressed; more hope can be realized. New programs can be created, or existing programs can be modified to include intergenerational community service components. For example, an existing program where young adults tutor elementary school children can be strengthened by including older adults as mentors to the children. The young tutors and older adult mentors, working as a team, provide the children with both academic support and special attention in other areas.

- **Building Community**: Intergenerational community service programs bring people of all ages together to meet needs that go beyond those of the individuals involved. Participants learn about the needs of others. They also learn about one another. In both ways, intergenerational community service projects create new connections and new community.

> **"Ask anyone in our program—young or old—what makes it all work...and the answer is always the same: the mix of ages. Meaning, the value of that mix and the power of that mix."**
>
> **—Margie Gilmore, Program Manager, Volunteer Maryland (an intergenerational volunteer corps)**

- **Replicability of Program Models**: All communities have older adults and young persons whose energy and commitment can be harnessed. Intergenerational community service programs can often be replicated, whether they are small scale (in one community center) or expansive (involving dozens of schools, community-based organizations, and networks with hundreds of participants).

Benefits to the Participants

Older Adults have opportunities to:
- remain productive, useful, and valued as contributing members of society;
- apply the skills of a lifetime to new challenges;
- dispel inaccurate stereotypes about young people, particularly adolescents;
- learn from young people and forge new friendships and experiences;
- convey cultural information to a new generation; and
- decrease loneliness and social isolation.

Young Participants have opportunities to:
- gain awareness and appreciation of the aging process;
- dispel inaccurate stereotypes about older adults;
- develop a stronger sense of community responsibility and personal contributions to society as a whole;
- form interpersonal relationships with older persons who can provide guidance, wisdom, support, and friendship; and
- learn about and develop an appreciation for rich cultural heritages, traditions, and histories.

Together, young and old participants:
- serve as change agents to build a better community;
- participate jointly in opportunities that focus on their strengths, and that identify them as community assets;
- serve as both learners and teachers;
- gain awareness of the value of service and the need to take responsibility for problems; and
- increase their skills, confidence, knowledge, and contributions.

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> **"Community is not an alien term or an alien concept to any of our Partners, young or old. They know that their work is sending wider and wider ripples that touch the community. They don't say 'the community.' They say 'Our community.'"**
>
> **—Sally Rae Hedtke,**
> **Program Coordinator,**
> ***Partners for Tomorrow,***
> **Duluth, Minnesota**

Thinking Intergenerationally

Every community service program can have an intergenerational component. Developers of intergenerational community service programs can share information and tips for success through clearinghouses and information networks, so that more programs will be developed.

In the next chapters, we will outline how to promote new roles and images for young and old, how to create new climates of sharing and understanding among the generations, and how to develop new ways for our nation to reap the benefits that occur when young and old join forces to get things done in their communities.

CHAPTER TWO

BEST PRACTICES FOR INTERGENERATIONAL COMMUNITY SERVICE PROGRAMS

Guiding Principles....8
Components of Intergenerational Community Service Programs....9
Intergenerational Community Service Myth List....14

It's true that service programs require skill and planning, but this is not rocket science

—Peg Rosenberry,
Project Officer,
Corporation for National and
Community Service

Happiness is the utilization of one's talents along the lines of excellence

— Aristotle

"When we work together and network with other agencies, we travel together and we share much the same information...We can share and correlate information and act as spokespersons for the program together."

—Desi Gill, 74,
Delta Service Corps, Arkansas,
discussing interaction with team
member Diane Sims, 29.

"I don't see working with Mr. Gill as much different from working with someone my own age. He's an owl, a wise person..he's more or less been through things that we haven't and he can come up with just the right thing at just the right time."

—Diane Sims, 29,
Delta Service Corps, Arkansas,
describing team member
Desi Gill, 74.

Best Practices for Intergenerational Community Service Programs

It is possible to develop high caliber programs where young and old work together to serve their communities in two different ways: **by creating new programs where young and old serve side by side**, or by **incorporating intergenerational components or projects** into existing programs. We suggest five guiding principles.

Guiding Principles:

1. **Reciprocity** is essential. Programs should reflect a balanced relationship among young and old participants—each gives; each receives. This exchange is planned, clearly stated, and incorporated in the goals and activities of the program. The exchange is mutual and explicit.

2. **United in common purpose,** young and old work side by side to get things done in their communities. The mission is to serve the community. They work together on projects that are determined by the needs of the community and that are valued by the community. The long term intention is to foster systemic change.

3. **Reflection** is a planned program activity, a structured period where old and young participants examine the meaning of the service experience from the viewpoints of benefits delivered to the community, personal interpretations such as growth or change within themselves, and the value of the intergenerational relationships.

4. **Partnerships** created by the program strengthen community. Program developers bring young and old together to serve their community, collaborate with a variety of community groups on program design, build on existing relationships and resources, communicate with one another, and have a shared vision of how the community will benefit.

5. **Preparation and support** of both the young persons and older adults are vital investments that pay off in high quality program results. Experienced operators of intergenerational community service programs know that good programs do not just happen by bringing young and old together.

Components of Intergenerational Community Service Programs: Criteria for Best Practice

The core elements found in excellent community service programs of all types apply to **intergenerational** community service programs as well. The Core Elements of Successful National Service Programs developed by the Corporation for National and Community Service are recommended as guidelines. Please refer to the bibliography for more information.

The following list identifies and describes program components that enrich programs that link together young and old, identifying and highlighting essential elements of ***intergenerational*** community service programs.

Program Component	Criteria for Exemplary Practice
Measurable Goals and Objectives:	Goals and objectives should: Specify participant reciprocity. Clearly define the roles for old and young as community resources. Capitalize on the strengths of young and old to get things done in the community. Contain service activities and learning components. Be directed toward projects that are valued by the community.
Recruitment and Selection:	Recruitment and selection should: Specify equal numbers of young and old as participants. Reflect community cultures, races, backgrounds, incomes, and education. Use techniques that will attract young and old participants, particularly those who are disconnected from traditional community organizations or services. Tap the recruiting capacity of community networks, such as groups that specialize in older volunteers, schools, community-based organizations that serve children, youth, and older persons, and service groups and clubs.

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Program Component	Criteria for Exemplary Practice
Matching of Young and Old Participants:	Matching should: Include a buddy system comprised of one young person and one older person who provide support to one another throughout the duration of the project. Be monitored, guided, and structured. Make allowances for compatibility. Utilize information from participants about their preferences. Invite feedback about the matching process. Be flexible and allow a re-match or positive resolution to any problems that may arise due to incompatibility.
Community Service Activities:	Activities should: Supplement but not supplant roles and responsibilities of others in the community. Be meaningful and valued both by the participants and the community. Be structured to foster awareness that will lead to systemic change. Be ability and age appropriate and sensitive to the physical and developmental abilities of both young and old participants. Be consistent with program goals.
Preparation and Training:	Preparation and Training Format should: Engage and inspire the young and old participants. Accommodate special needs of young and old participants. Ensure that: Prior to any interaction, young and old participants are sensitized to each other's needs and characteristics. Prior to engaging in community service, young and old participate in ice breaker activities. Prior to and during community service work, young and old engage in team building and leadership development activities. Young and old understand their specific duties and responsibilities. Young and old develop skills needed to be effective in their project. Young and old feel part of a team engaged in a common cause. Young and old see the larger benefits of their contributions to the well-being of the community.

Program Component	Criteria for Exemplary Practice
Staffing and Supervision:	Supervisors and Staff should: To the extent practicable, reflect both community and participant demographics. Have awareness of the unique characteristics of both young and old volunteers. Be skilled in interactive processes and use such skills appropriately with members of different generations. Be prepared to effectively oversee a project that uses both young and old participants. Be prepared to handle difficulties and miscommunications that may arise between people of different ages.
Recognition:	Recognition activities should: Emphasize appreciation of young and old participants and offer validation of their contributions. Be designed to be appropriate for both young and old participants. Capitalize on the uniqueness of the intergenerational approach to community service. Celebrate the contributions of participants through scheduled events, and also provide regular, informal support to reinforce such appreciation. Be used to increase community awareness of the program and to encourage community support.
Support for Participants:	Young and old participants should: Have scheduled opportunities to discuss their feelings, problems and learning experiences on an individual and group basis. Be encouraged to recognize differences in the other age group and to view them as strengths. Be encouraged to develop their individual and social skills. Encourage one another to develop skills and competencies and assist each other when appropriate. Staff should: Be prepared to handle conflicts between members of different generations sensitively and appropriately. Be aware of resources available in the community to assist both young and old participants and make appropriate referrals.

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Program Component	Criteria for Exemplary Practice
Evaluation:	Evaluation should: Describe level of decision-making by staff participants, community partners, and service recipients by young and old. Describe the impact of intergenerational bonds that occurred between young and old participants. Measure satisfaction levels of young and and old. Assess the reflections and self-reports of young and old participants. Identify changes in patterns of behavior among young and old participants. Include procedures to determine any unanticipated outcomes because of the intergenerational component. Document lessons learned, including what did and did not work and what happens when results are other than anticipated.
Reflection:	The reflection process should ensure that young and old participants have opportunities to: Examine and clarify how their involvement in the program may create a new awareness of the other generations. Reflect on how the project was enhanced because of the intergenerational teams. Participate in interactive sessions, discussions, team analysis, journaling and other means to assess not only what was done in the community, but their own learning attached to the experience.
Service-Learning:	Service-Learning activities should: Involve participants and recipients in assessing, monitoring, and evaluating the effectiveness and value of service. Be developed mutually by youth and older adults and be deemed appropriate by both groups. Enable participants to reflect on service experiences to give greater understanding of community issues.
Development of Leadership Potential:	Young and old participants should: Be encouraged to take an active role in the program's development and continuation. Be given opportunities to assume realistic responsibilities, practice independent thinking, and problem-solving. Offer guidance to one another (such as through group/team feedback and discussion) and encourage each other to develop confidence in their own abilities and talents. Learn to view themselves as both teachers and learners.

Program Component	Criteria for Exemplary Practice
Capacity for Continuation:	To assure continuation, programs should: Include strong collaboration among community agencies and groups that serve older people and young people. Ensure that the community is invested in intergenerational community service and will advocate for it.
Innovation:	Intergenerational community service: Transforms both young and old as resources, who are viewed in that capacity by staff, themselves, recipients, community partners, and the general community. Brings together people who otherwise would have no chance to work and learn side by side. Demonstrates that an intergenerational component results in additional benefits to the community and to the participants. Forges new roles for the young and old, utilizing their combined talents in non-traditional ways.
Capacity for Replication:	To be replicable the program should: Be specific about what works and what does not work when young and old team up together. Include both process and outcome evaluation measures. Develop manuals or other curricula that detail how to do intergenerational community service. Be well documented and include projects and examples of activities that are effective in intergenerational community service programs.
Capacity to Develop Community Partnerships:	The program should: Encourage community collaboration and cohesion among groups serving both young and old who do not usually work together. Create structure for community team-building, such as committees, volunteer boards, or collaborative fundraising. Seek out resources already available and expand them to include opportunities for intergenerational partnerships. Enhance public awareness about issues common to both young and old. Enhance public awareness of young and old as resources.

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Intergenerational Community Service Myth List
Don't Let These Misconceptions Trip You Up!

Myth 1: Instant Intergenerational Magic

One false belief is that young and old, merely by coming into contact with one another, immediately connect and understand each other; bonding and relationships between the generations occur magically and automatically, without any need for outside guidance. In reality, it takes planning and concentrated efforts to successfully prepare young and old for their service duties and to be comfortable with one another.

Lack of adequate preparation and training may lead to mistrust and reinforce stereotypes. Intergenerational teams will not learn how to relate to or interact with one another. The program will founder, discouraging future attempts to bring young and old together in service.

Myth 2: Learning and Reflection Are Only for the Young

This common misconception is that older adults already know everything useful; they are not interested in new learning opportunities; they will find their own private ways to explore their experiences. On the contrary, adults are not always the teachers and young persons are not always the learners. All participants, young and old, gain from encouragement to reflect and learn.

Myth 3: An Intergenerational Community Service Program must be Large-scale to Make a Significant Impact

An emphasis on large-scale community service projects is daunting and discouraging to developers of small programs. Program significance does not depend on size alone. Other indicators of significance include:

- The strength of the participants' skills;
- the strengths of the relationships among young and old partners;
- the positive impact of the services in the community; and
- the program's ability to cultivate community support, interest, and respect.

Avoid becoming too locked into quotas or program size. Don't let modesty of scale prevent you from transforming intergenerational community service ideas into action.

Myth 4: Young and Old Do Not Value Service to Others

Some believe that neither young nor old have much interest in service. Statistics bear witness to the contrary. More than 450,000 older adults participate in the National Senior Volunteer Corps. Young people, when polled, overwhelmingly express desires to get things done in their communities.

CHAPTER THREE

PLANNING INTERGENERATIONAL COMMUNITY SERVICE PROGRAMS

Assessing Needs for Service 18
Engaging Community Partners 20
Setting Goals and Objectives 21
Selecting Projects 23
Defining Administratrion and Staff Roles 24
  Staff Preparation and Training 24
  Staff Composition 25
  Leadershift 25
Developing a Diverse Resourse and Funding Base 26
  Attracting Community Partners 26
  Tapping State and Local Government Agencies 27
  Identifying Occasional Federal Opportunities 28
  Garnering Private Sector Support 28
  Seeking Out Grants and Grantmakers: Foundation Support 29

"We need to stop seeing young and old as dependent, helpless, and inadequate. Our job is to do a needs assessment, but then turn it around and find the strengths to make young and old community resources...When you look for needs, you find them, and when you look for resources, you find them, too."
—John Briscoe

Planning Intergenerational Community Service Programs

Successful intergenerational community service programs live and grow as the result of meticulous and methodical planning.

Planning Tasks

Step 1. Assessing Needs for Service

Community involvement begins with outreach to determine community perceptions and priorities. What does the community identify as an unmet need? What do young people want and need? What do old people want and need?

Talk with members of the community about your hopes to involve young and old in service programs together. Solicit input from community leaders, school administrators and faculty, students, human service agencies, community-based organizations, traditional youth serving organizations, the aging network including the National Senior Volunteer Corps and senior citizen centers, businesses, older adults, and religious groups. A clear focus will help to frame or market your ideas to potential partners, participants, and community groups.

Here are questions to consider:

- What compelling needs can be met by bringing young and old together to serve their communities?
- What will the community gain and what will the participants gain?
- Who are potential contacts or partners? Consider all groups, businesses, and organizations.
- Are there joint activities for young and old in the community now?
- What additional information do you and your colleagues need?
- What resources exist in the community to support the program?
- What volunteer liability issues need to be explored?
- What arrangements are necessary for volunteer insurance? Please refer to the Bibliography for more information on volunteer liability and insurance.

Potential Community Partners

Aging Network:
American Association of Retired Persons (AARP) Local Chapter(s)
Area Agencies on Aging
Associacion Nacional Pro Personas Mayores – local groups
Foster Grandparent Program
National Council of Senior Citizens – Local Councils
National Center and Caucus on Black Aging – local groups
Retired and Senior Volunteer Program (RSVP)
Residential Facilities, including nursing homes and long-term care facilities
Senior Citizen Centers
Senior Community Service Employment Programs
State/County Department on Aging

Education Network:
Community College System
County Extension Service
Fraternities & Sororities
PTA Chapters
Public/Private Primary Schools
Public/Private Secondary Schools
School-based Service Clubs
Schools of the Arts
Universities and Colleges
Vocational and Training Schools

Human Service Organizations:
AIDS clinics and agencies
Association of Retared Citizens (ARC)– local chapters
Caregiving Agencies: child/adult day care
Churches/Synagogues
Community Action Agencies
Community Centers
Community Clubs
Easter Seals-local affiliates
Environmental Agencies
Hospices
Public Health Agencies
Public Library Systems
Public Safety Agencies
Regional Development Commissions
Rehabilitation Centers
United Way/Community Chest Organizations

Community Based Youth Organizations:
Big Brother/Big Sisters of America
Boys and Girls Clubs
Boy/Girls Scouts of America
Camp Fire Boys and Girls
Church/Synagogue Groups
4-H Clubs
Urban League
Youth Service/Conservation Corps
Youth Volunteer Corps
YMCA
YWCA

Traditional Volunteer Agencies:
Community Volunteer Banks
Junior League
Red Cross
Salvation Army
Volunteer Centers
VISTA (Volunteers in Service to America)

Community Representation:
Citizen Action Councils
Citizen Advisory Boards
Developmental Disabilities Councils
School Boards
Town Councils

Private Sector:
Chamber of Commerce
Community businesses
Private Citizens
Service clubs (Jaycees, Kiwanis, Rotary, Lion, Optimist, etc.)

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Step 2. Engaging Community Partners

Collaboration with diverse community groups and tapping into the aging, children, youth, education, volunteerism, and service networks will put talent and the expertise of many professionals within your reach. The National Senior Volunteer Corps (including the Retired and Senior Volunteer, Foster Grandparents and Senior Companions Programs) and participants in the Senior Community Service Employment Program are recommended starting points as you identify partners from the aging network. Please refer to Appendix E and Appendix F for more information.

Here are some ways to bring together potential partners:

- ▼ Create opportunities to promote the idea of intergenerational service. Approach groups that do not usually work together. Organize and attend meetings, visit individual groups and agencies, make presentations.
- ▼ Focus on the anticipated outcomes of the partnerships. What, exactly and specifically, are you hoping for, asking for, or providing?

For example, a local YMCA is interested in a tutoring program for elementary school children. A program that enlists older adolescents as tutors is under consideration. A local senior center is looking for volunteer opportunities for older adults. The tutoring program can deliver more than basic skills to elementary school children if young and old serve as tutoring teams.

- ▼ Help potential partners to understand how young and old working together can create tangible benefits to the community and participants. Youth service and aging groups can both learn how teaming up youth and older adults can conserve their resources, build stronger programs, and give each of their client groups new community roles and respect.
- ▼ Be prepared to respond to concerns or reservations from potential partners about the feasibility or appropriateness of young and old working together. Eliminate misconceptions that separate young and old. Use examples from other programs to make your point.

Community partners can fill numerous roles. In particular, partner groups can:

- serve on program advisory boards or committees as representatives of diverse constituencies and age groups;
- participate in program planning and design to ensure all special considerations are identified and addressed;
- collaborate in program staffing using their specialized knowledge of different age groups to strengthen the program;
- identify and recruit youth and older adult participants;
- provide in-kind support such as use of facilities, tools, materials, buses/vans, office equipment, clerical support.
- co-produce program materials;
- collaborate and assist with training and in-service sessions;
- create new intergenerational projects;
- promote intergenerational community service programs throughout their networks and in the community;
- identify and recommend appropriate service projects for young and old; and
- coordinate transportation and remove barriers to participation.

Step 3. Setting Goals and Objectives

The following guidelines will assist you in the formation of goals and objectives appropriate for intergenerational community service programs:

- Goals must link the identified community needs with the contributions of young and old participants.
- Goals and objectives should clearly define what the program expects from both young and old participants. For example, a program goal could be "To combine high school students and retired faculty on intergenerational tutoring teams to increase the reading skills of third graders." A related objective could then specify that, "At least 10 high school students and 10 retired faculty will work in 2-person intergenerational teams (for a total of 10 teams) to increase the reading level of 20 third graders up to expected levels by June."
- When old and young participants exchange needed services, the goals and objectives should specify the reciprocal element. Reciprocity will then be a planned part of the program.

PROGRAM HIGHLIGHT

As members of the Friends Learning in Pairs (FLIP) program in Nashville, Tennessee, older adult and young volunteers serve in pairs as tutors and mentors to at-risk children in kindergarten through second grade. These eleven community agencies worked together to make the program a reality.

"The emphasis in Davidson County now is on early childhood intervention. That is why we chose this age group, kindergartners through second graders... we knew there would be a cooperative effort..."FLIP" is a community-wide effort. We don't feel like we are alone in trying to solve problems for at-risk children...we are part of a bigger community program. The most successful way is to approach a possible partner and ask, 'How can we work with you?' and 'What can we give you?' rather than, 'What can you give us?'

—Anne Helgeland, RSVP Program Director, Friends Learning in Pairs (FLIP), Nashville, Tennessee

"FLIP" COMMUNITY PARTNERS	ROLE
RSVP of Davidson County	Program Sponsor Recruitment of older adult and college age volunteers
Tennessee Department of Education	Training of staff and participants
Area Agency on Aging	Technical consultant agency and coordinator
Metropolitan-Davidson County Schools	Service placement sites and training and source of youth participants
Rape and Sexual Abuse Center	Specialized training to recognize signs of child maltreatment
Exchange Club Family Center	Training in family dynamics and referrals for families in crisis
Belmonth Church	Summer school program site and provided lunches for volunteers
Dede Wallace Center	Consultant
Department of Health, Alcohol, and Drug Prevention	Written materials for volunteers and staff training
Junior Achievement	Education collaboration agency

PROGRAM HIGHLIGHT

As participants in the "Senior-Teen Partnership," Retired Senior Volunteers of Greater St. Paul (RSVP) and Camp Fire Boys and Girls are working in intergenerational community service pairs to teach first aid, neighborhood and fire safety, and nutrition skills to at-risk elementary school children in three Minnesota counties.

The "Senior-Teen Partnership" goals and objectives capture both the intergenerational aspects of the program and the value of the service to the community by specifying that: "Together, teens and seniors will strive to:

a. Model positive intergenerational interaction to children receiving the services;
b. Develop mutual support and motivation;
c. Gain a greater understanding of and respect for one another;
d. Have a satisfying and enriching experience;
e. Teach 1,600 children the skills needed to care for themselves and their neighborhoods; and
f. Contribute 4,200 hours of service to at-risk children in their communities."

- Always include reflection or service-learning goals and objectives for all participants.

Step 4. Selecting Projects

Selected projects should:

- get things done in the community;
- demonstrate a clear link to the stated goals and objectives;
- create roles for young and old to work as community resources and partners;
- reinforce and foster intergenerational understanding;
- be age-appropriate and ability-appropriate for the intergenerational participants; and
- be feasible.

Projects can achieve more than one goal. For example, young and old participants may assist the local environmental center to increase awareness of and participation in voluntary community recycling by designing and then distributing recycling posters throughout the community, presenting information sessions about recycling at PTA or other community meetings, and working directly at the recycling facility several hours each week.

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PROGRAM HIGHLIGHT

Interages of Montgomery County, Maryland has a long history of commitment to intergenerational program development. **Self-Esteem Through Service (SETS)** is an intergenerational community service program that joins isolated older adults (many of whom are somewhat frail and physically challenged) and culturally diverse at-risk youth in activities to build individual competencies and serve their community. The focus of the project is developing competencies of young and old through service to disadvantaged populations. The project includes activities that decrease individual isolation, promote positive self-image and leadership skills, increase intergenerational understanding, and enable participants to serve vulnerable groups in the community, such as homeless families and hospitalized children. The intergenerational SETS partners participate in such activities as:

- visiting the children's ward of a local hospital and distributing valentines made by SETS partners;
- assisting the community homeless shelter by making soup and peanut butter and jelly sandwiches;
- making posters to heighten awareness about the dangers of drug abuse and posting them throughout the community; and
- learning about one another through shared storytelling and personal discussion.

> **"Whatever happens during an intergenerational activity, participants need a chance to talk afterwards. Here is where reflection becomes a critical part of an effective program. Both groups need to talk about their experiences and feelings, and any changes in their attitudes...a successful reflection focuses on three things—what happened, how participants felt about what happened, and what they hope will happen in the future..."**
>
> **—Austin Heyman, Executive Director, Interages**

Step 5. Defining Administration and Staff Roles

Staff Preparation and Training

Key staff (such as the program director, coordinator, and practitioners) must be able to confidently and competently oversee the intergenerational participants. Before the program starts, staff should be trained in:

- Knowledge of the similarities between young and old (such as marginal societal roles, lack of access to meaningful activities, barriers to participation) and the differences (developmental, behavioral, life experiences).
- Strategies that maximize the wisdom and experience of older persons and the energy and fresh perspectives of young people.
- Knowledge of conflict resolution and ways to motivate both generations to believe in the value of service, to their communities and to themselves.
- Flexibility in program management. For example, use role-plays, team problem-solving, or other activities to strengthen the bonds between young and old.

"Your human resources are like iron support rods for your successful programs. Administrators and the staff set the tone for the program. Because they are motivated themselves, they model and reinforce motivation. They are responsible for creative program design. They believe in the program's purpose and they help others to buy into it. They share the vision."
—Suzanne Pugh, Executive Assistant to the Director, Delta Service Corps, Arkansas

"In our most recent training session in Mississippi, as one older adult participant accepted her graduation certificate, she asked if she could say something to the group... She told us, 'This is the first diploma I've ever received. I can't tell you how much it means to me. Thank you.' In the Corps, she'll enroll in a GED class as well. It was a moving experience for all us, and a reminder of how different our individual experiences are."
—Keith Hughes, Delta Service Corps, Mississippi Training Director

▼ Facilitation and listening skills, to enable staff to be responsive to participants' needs throughout the program.

By definition and design, intergenerational community service programs are diverse: they mix **all.** Programs can often be strengthened by adding diversities: gender, race, and disability, to cite a few examples. Staff will need preparation to effectively work with people of different ages and who may be different in other ways as well.

Staff will need to know how to help participants deal with differences also. Please refer to **Participant Preparation and Training** for further information about activities to "break the ice" between young and old, and other ways to ensure that all participants are prepared for their duties in the program.

Staff Composition

If possible, the staff should include professionals who:

▼ know how to work with different age groups and different abilities;
▼ have experience with a variety of service delivery systems; and
▼ are good managers.

Administrators who recognize that existing staff do not have all of the necessary skills should be willing to arrange for appropriate training.

Leadershift

Program staff who work directly with participants and the community should encourage the leadership potential of all participants. The Delta Service Corps calls it "leadershift." Older adults possess experience, wisdom, and real life examples. Youth have enthusiasm, idealism, and needs for more immediate gratification. When developing leadership potential in both young and old:

▼ Make no assumptions about what they already know or don't know.
▼ Encourage them to rely on each other as resources, to learn from and respect each other.
▼ Avoid patronizing or polarizing the age groups. Do not talk

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down to young participants while older adults are treated as equals.

- Maintain structure within the program where equal rules and rights apply to one and all.

"Money is one of many resources, and often not the most important... resources are unlimited if you know what you need, where they are, and how to engage them."
— Billie Ann Myers, former Director Delta Service Corps

Step 6. Developing A Diverse Resource and Funding Base

There are a variety of ways that schools, community based organizations, service corps, and aging groups can amass the resources needed to develop or sustain intergenerational community service programs. Following are some suggestions gleaned from the experiences of those who are doing it.

Attracting Community Partners

Strong community partnerships will enable programs to acquire diverse resources. Different partners bring different resources; different partners can solicit through different resource networks.

For its Intergenerational Alliance Project, RSVP of the Capital Region (Harrisburg, Pennsylvania) forged strong partnerships with local nonprofit groups. In its search for appropriate and motivated team players, RSVP circulated a "Stakeholder Form" that asked each interested group to realistically identify contributions that it could make in support of the project.

To become engaged, stakeholders must see an intergenerational community service program in terms of program benefits and available opportunities. Partners can:

- allocate resources, most commonly in-kind contributions of materials, facilities, publicity and promotion, communications, or designated staff with experience in youth or aging issues to administer or assist with operation of the program;
- participate in a community-wide fundraiser or special event designed to provide program resources and promote the benefits of young and old serving together; or
- spearhead a campaign to gain support of the business community for intergenerational community service.

Please see Chapter 7, where Billie Ann Myers, former Director of the Delta Service Corps, Arkansas, emphasizes the role of community partners in the procurement of diverse resources.

The reciprocal relationship between program partners can also create a "pipeline effect" in funding. For example, a health promotion program might be underway in the community, with possibilities for an intergenerational service component. Your team could conceivably search out such opportunities and receive a subgrant to incorporate an intergenerational element into a larger initiative.

Tapping State and Local Government Agencies

Many state agencies operate programs that could easily integrate an intergenerational component. Potential agencies include: Education, Aging, Labor, and Environmental Resources as well as the each state's Commission on National and Community Service. In some instances agencies may have demonstration or discretionary funds that could be tapped for a special project. In other cases it may be a matter of identifying the right agency and program that will be willing to be a partner and use existing resources.

- ▼ Departments of health and social services may want to support public awareness campaigns on health promotion, substance abuse prevention, or public safety, and be willing to fund an intergenerational corps to develop materials or public forums.
- ▼ State education agencies and local school districts all encourage volunteering in the schools. An older volunteer group could join with a high school volunteer program to offer tutoring and mentoring with elementary school children or work together to increase immunization rates for infants and toddlers.
- ▼ State units on aging and area agencies on aging may be willing to support programs where older volunteers from senior centers work with young people from a youth corps, YMCA or other community based youth organizations on a health promotion or a tree planting or other environmental project.
- ▼ State departments of labor often fund youth corps that could easily be expanded to include older persons in some capacity.
- ▼ Departments of environmental resources may be able to provide tools and materials to teams of young and old volunteers.

- State commissions on national and community service will be in place in most states by the end of 1994. These commissions should be encouraged to include intergenerational components in all programs that they fund.
- Juvenile justice agencies may want to add an intergenerational community service component to a prevention program.

Identifying Occasional Federal Opportunities

Occasionally federal agencies have funds that can be used to support intergenerational community service programs. While most local program operators don't have the time to monitor the Federal Register and keep track of all of the announcements, it is possible to ask to be put on the mailing list of a few key federal agencies. For example:

- The Corporation for National and Community Service provides funds for multi-state programs that could easily include an intergenerational component.
- Within the Department of Health and Human Services, both the Administration on Aging and the Administration for Children, Youth and Families have discretionary grant programs that could provide opportunities for intergenerational community service programs and projects.
- Within the Department of Education, Funds for the Improvement of Post Secondary Education (FIPSE) offers annual competitive grants to colleges and universities to support programs that could contain an ingergenerational component.

Garnering Private Sector Support

Private sector supporters and allies can provide many different kinds of support for your program. For example, members of the business community can:

- offer "perks" or special benefits that appeal to both young and old participants in your program such as reduced fees or coupons for entertainment or goods;
- donate uniforms, tools, or refreshments for training or special events; or
- underwrite the cost of developing program materials or services, such as printing.

This kind of effort demonstrates ingenuity and broad based support and can be used to leverage additional funding.

Seeking Out Grants and Grantmakers: Foundation Support

Seeking corporate or foundation support may not mean writing a 25-page proposal to Rockefeller Brothers or Coca Cola. Foundation support may also be closer to home: a community foundation, a family foundation, a local business.

The Olean Senior Center (Olean, New York), developed the intergenerational **Adopt-A-Park** program in collaboration with the Olean Parks and Recreation Department and the Olean Middle School. As young and old participants work side by side to clean up community parks, they build personal relationships and further community spirit and fellowship through service. The **Adopt-A-Highway** program, sponsored by the Lutheran Brotherhood Organization, served as a model for the program. The Respecteen Program of the Lutheran Brotherhood serves as the sole funding source for **Adopt-A-Park**. Since the city donates the supplies and the participants volunteer their time, the bulk of the funds are used for recognition activities.

▼ ▼ ▼

Private foundations and grantmaking organizations have areas of specific interest. Match your mission and the areas where you improve lives with the interests of grantmakers. Intergenerational community service program developers can approach foundations that focus on aging, on young people, or on both. For example, a foundation with a special interest in support services for frail homebound elderly would most likely be interested in a program where the services to frail elderly are provided by active older adult and young volunteers who work as partners. The same program, however, might also appeal to a foundation committed to developing the civic and social skills of at-risk youth, or to another foundation targeting community development through local partnership programs. To identify appropriate foundations, contact:

Please refer to the Bibliography for foundation directories and other resources to help you identify appropriate funders.

CHAPTER FOUR

IMPLEMENTING INTERGENERATIONAL COMMUNITY SERVICE PROGRAMS

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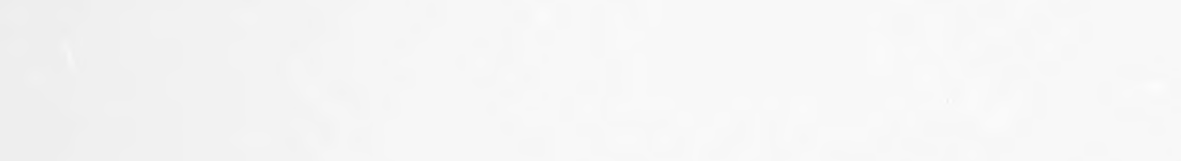
Recruitment 32
Participant Orientation, Preparation and Training 38
A Sampling of "Icebreaker" Activities 40
When Preparation and Training are Inadequate: A Cautionary Tale 41
Activities 43



Implementing Intergenerational Community Service Programs

Implementation tasks transform your program from plan to operation. It is essential to invest time in preparation and training.

"I joined Delta Service Corps because I wanted to continue my work with young people and agriculture...I didn't want to be in a volunteer position where I would only be around older people. Being part of a team with young people keeps me young. It gives me energy. It makes me see how much I can still learn, and I enjoy learning."
—Thomas Vaughn, 74,
Delta Service Corps, Arkansas

Implementation Tasks

Step 1. Recruitment

Before recruiting, consider the following questions:

- Who will participate? How many will participate? Which youths and which older adults? Will your program include frail older persons or youth with disabilities? Good programs will be representative of all groups who want to participate, including the frail or those who are physically or developmentally challenged. For example, the **Birdwatch Program** of Louisville, Kentucky, includes nursing home residents, many of whom are physically frail and with varying degrees of mental impairment. As "Birdwatchers," the perceived limitations are secondary; young and old are working together to understand and preserve the wetlands crucial to migratory songbirds.
- Where will you find the participants you want? Will youth be recruited from schools, community-based youth organizations such as Scouts or YMCAs, community centers, religious groups, etc.? Who are likely older adult targets? Sometimes the partnership structure predetermines the participant population, but sometimes not.
- How will participants be attracted to the program? What types of promotional materials are needed?
- What strategies can help you to "sell" the program to older adults and young persons?

Potential Recruitment Roadblocks

The majority of roadblocks stem from the internal attitudes and perceptions of the potential participants. These concerns are not age specific.

- **Resistance to the unknown**: Most of us, old and young alike, view the unknown with apprehension and doubt. In addition, we don't like being told what to do or being forced to do something that does not have any personal meaning.

- **Misconceptions and stereotypes about others**: Societal structure and media portrayals can cause powerful unconscious misconceptions about individuals or groups who differ from us. It is not uncommon for older adults to voice initial apprehensions about working with youths, commenting, "Those kids are dangerous. They're rude; they're loud; they're uncontrollable." Young persons have been known to protest, "But those people are old. They're boring; they only want peace and quiet. They sleep all day; they don't know how to have fun."
- **Low Self-Esteem**: Intergenerational community service programs harness the abilities and energies of young and old. Both old and young candidates, however, often doubt that they have anything to give: "I don't know what I can offer." "Are you sure my skills are valuable?" "Who would want to listen to me?" "Maybe you would rather have somebody who's better at that stuff than I am."
- **Self-interest**: "What's in it for me?"

Strategies to Break Through Roadblocks and Engage Potential Participants

- Diffuse the unknown. Assure candidates that they will be adequately trained and supervised; that the program will have clear structure and limits; and that on-going guidance will be available. Assure them that they will not be left to founder or fend for themselves unaided.
- Encourage questions and comments from each individual or group with whom you speak.
- All individuals, old and young, bring personal goals, hopes, and aspirations to the program. Identify them and tap them. A common personal goal, particularly among older adults, is an opportunity for fellowship and new contacts, or just "something to do."
- Be alert to signs and sounds of self-doubt in both young and old; quiet doubt with supportive comments, positive reinforcement, and encouragement.
- Acknowledge self-interest as a significant issue. Work with each candidate to identify what he or she has strong feelings about or attachments to. Offer ideas about how participation will help to meet those interests.

- Offer incentives to increase motivation. The **Town History Project** of Berlin, New Hampshire, for example, is an intergenerational community service program that brings students and older adults together to explore and document their town's history. One group of young participants from a middle school classroom signed up unanimously when their teacher offered to drop a midterm exam in exchange. Most of the older adult participants have lived in the area all of their lives and love to tell stories about the "old days." The program coordinator helped the older participants see the link between storytelling, something that they love and value, and being involved in the program.

  Additional incentives can include:

  - extra school credit for students;
  - internships that meet educational requirements for undergraduate and graduate students;
  - gifts or "perks" contributed by community businesses;
  - pleasurable side activities, including field trips or special events;
  - publicity and recognition;
  - opportunities to learn new skills; and
  - stipends to offset the cost of transportation or other expenses

Recruitment Methods: Community Outreach

Promotional materials should emphasize both the nature of the program and the fact that participants will meet real needs through community service. Develop marketing tools that will inspire and attract both young and old.

- Encourage your community partners to promote the program through their networks.
- Post flyers or recruitment posters in places where they will be seen by candidates: on bulletin boards around the community (schools, universities, libraries, churches, grocery stores, fast food restaurants, retirement communities and other senior living facilities, community and senior centers, human service agencies, etc.). Make posters visible, colorful, and friendly. **Highlight** where to call and who to speak with.
- Design a recruitment brochure. Make sure that it describes the program and the participant roles in an informative and easy to read style. Include contact information. Expand

your mail list by including names from your partners' lists, church groups, schools, volunteer centers, and agencies serving multi-cultural clients as well as those with disabilities. Mail out the brochure or pass them out in person at shopping malls, post offices, community centers, etc.

- Place recruitment advertisements and notices in local community papers.
- Host a "community recruitment social" with your program partners to present the program and invite participation. Use your best speakers including a young and an old person.
- Use community-sponsored events. Have an information booth at a community fair; include your program information sheets or brochures at a community resource area. Whenever possible, have a team including both young and old personally "sell" the program.
- Promote through community newspapers and/or community information television channels or radio.
- Include messages, photos, and illustrations that reflect cultural diversity in your promotional materials.
- Include articles and advertisements in publications that target older adults, as well as those with youth audiences.
- Be sure information is available in Braille or recorded versions and through TDD. Make all materials easy to read. Provide simplified versions of written materials for new readers or people with developmental disabilities.

Older Adult Recruitment

- Outreach is the single most critical factor in successful recruitment of older adult participants. You must be proactive to locate older adults who are isolated and outside of the mainstream. Work with churches to find isolated older adults, create a mechanism for friend and family referrals, and work with professionals who have a inside track on older adults in the community who are alone and isolated.
- Identify "older adult congregation points" including senior centers, congregate meal sites, and churches. Post materials and arrange to speak with older adults.
- Include specific references about roles for older adults in the program recruitment and promotional information.
- In promotional information, use photos, quotes, and other images of older adults and young persons working and sharing together.

- During presentations, discuss the need for older adult partners and what the program hopes to offer both the participants and the community. Older adults with volunteer potential are interested in experiences that sound meaningful and that offer a sense of purpose, fellowship, satisfaction, challenges, and avenues to contribute to their community. Older adults bring a lifetime of skills and experiences.
- Ask older adults who currently volunteer to help to recruit friends, neighbors, or peers by word of mouth.
- Speak with groups in your community and ask what methods are most successful for them. Share your own tips with them in turn during the program.

Youth Recruitment
School-based:

- Classrooms all across America, from kindergarten through university level, are integrating **service-learning** into their curricula. The combination of students and older adults as intergenerational community service teams can further enhance the service-learning experience. Recruit through classrooms where service-learning is practiced. Administrators, faculty, and coordinators will very likely view your program as an asset: an opportunity for their students to fulfill a service requirement.
- Ask teachers or counselors to recommend or nominate student participants, address assemblies or make classroom presentations to appeal directly to students, or arrange for an entire classroom to participate.
- Solicit input from teachers and service-learning coordinators to prepare student-appropriate promotional materials. Include photo images and testimonials from peers in the marketing scheme.

Youth in the Community and Outside the Mainstream

- Become familiar with "youth congregation points" in your community and display colorful, witty, exciting flyers or posters to attract interest. At-risk, out-of-school, and disconnected young persons can often be found "hanging out" at malls, sporting events, concerts, and fast food restaurants.
- Talk with your partners from the youth, education, disability, service, and community based organizations (such as Boys and Girls Clubs, Camp Fire, 4-H, YMCA, YWCA,

Youth Volunteer Corps, local rehabilitation centers, Boy and Girl Scouts, and the Salvation Army). Ask for recommendations and enlist their assistance.

- Ask social workers, case workers, parole officers, and other youth professionals to help identify and locate young participants.
- If your community is home to a Youth Service and Conservation Corps, arrange a meeting with the director or coordinator to discuss mutual agendas. More and more, corps seek to utilize the skills and energy of corps members to meet human service, public safety, and education needs. Inclusion of young corps members in intergenerational community service could produce one of the strongest and most beneficial partnerships of all.
- Identify young people from diverse backgrounds and target them. For example, you can target young people with disabilities through Special Education offices in your school system, through the local Association of Retarded Citizens, or through organizations like United Cerebal Palsy.

University and College Campus Recruitment

- Match students' interests with available opportunities.
- Attract students creatively by making bright, colorful brochures, posting flyers in odd places, and keeping a bulletin board with up-to-date information.
- Contact professors to make presentations about volunteering.
- Use the campus and community media to promote volunteer opportunities.
- Host volunteer fairs to educate students about community service.
- Throughout the entire recruiting process, remain enthusiastic, assertive, and creative.
- Contact service clubs such as Campus Compact and the Campus Outreach Opportunity League (COOL).
- Contact fraternities, sororities, and other campus-based organizations. Be sure to include organizations of color, many of which have strong traditions of service.

> **"We're a few months into our intergenerational community service project and still a month away from our real work in the community. We're still learning about each other. That's because preparing and training the older folks and the kids is so important. You have to take your time and you can't rush that training. But let me tell you, when we get out there and serve the community, you won't find a stronger team we've built here."**
>
> **—Marshall Neil, Atlanta RSVP Intergenerational Partnership Project**

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Step 2. Participant Orientation, Preparation and Training: The Bedrock of Successful Intergenerational Community Service Programs

Preparation and training are indispensable tools and the closest things you have to a "magic wand" to create successful intergenerational community service programs. During training, young and old learn effective team work, learn about one another, and prepare to contribute to their communities.

Without minimizing personal differences and experiences, optimum training transforms diversity into assets while building individual confidence and self-esteem. Young and old are encouraged to appreciate all individuals for their own unique characteristics and potential.

Practical Training Tips

An organized training agenda can be developed and distributed to the participants during their first joint session. It should be clearly written and easy to follow.

Young and old often have transportation and time constraints. Generally, neither group wants to be out at night. Try to accommodate these factors in the training location, scheduled day and time, duration of each session, and the number of training sessions needed.

Name tags for all staff and participants are a plus. Name tags make it easier to learn and remember names.

An interactive training format, inviting group participation as opposed to didactic lecture, is the most engaging. Through discussion, role-playing, audiovisual presentations, stories, and small group exercises, young and old participants practice skills and discuss options or priorities actively. By sharing their views and observations, they learn from and about one another. Staff members guide training exercises, develop ideas, and offer constructive feedback to the participants.

Something as simple as the room arrangement can improve interaction among participants of all ages. Chairs can be placed in a circle to encourage informal discussion. During small group exercises, visioning groups, team problem-solving, and other activities balance young and old participants in each group.

At the close of training ask participants to fill out brief evaluation forms. Include specific questions about intergenerational relationships to help you plan and improve the next sessions.

Training Generations Separately and Together

Several operators of successful intergenerational community service programs recommend a multi-directional training approach. In operation, this translates into three or more separate training initiatives where the participants are first trained separately in same age groups and then brought together for integrated training.

Same-age orientation and training allows each group to learn about the developmental and physical characteristics of the other:

- ▼ sensitizing young persons to the aging process and aging issues;
- ▼ educating older adults about youth development and issues facing the young generation; and
- ▼ dismantling artificial barriers and challenging stereotypes.

The follow up training brings all participants, young and old, together for joint learning experiences. Training topics often include:

- ▼ Intergenerational understanding and appreciation, including strengths, commonalities, and diversities. "Icebreakers" are popular — shared, non-threatening preliminary exercises designed to facilitate introductions, provide a little bit of fun and whimsy, and reduce apprehension, shyness, or doubt.
- ▼ Understanding the intergenerational community service program, its goals and objectives, who it will help, how it operates, who to contact, "rules" or "code of conduct."
- ▼ Exploration of the value of community service.
- ▼ Exercises to facilitate cohesiveness and a team spirit.
- ▼ General skills training: communication, recognizing, and using different style of decision-making, and brainstorming.
- ▼ Program-specific skills: examples include how to identify signs of child maltreatment, how to perform CPR, how to plant community gardens, or how to prepare for and present at a community forum.

- How to help participants to understand the needs of their community through visions of the future, storytelling, sharing experiences, discussion of community dynamics and why it is important to lend a hand.

Understanding and Appreciating Diversity

Preparing young and old to work together will often include building the competencies of multi-cultural teams and participants. Adequate training in diversity and appreciation include:

- Including diversity as a component of training.
- Allowing participants to share information about their unique cultures and customs with one another.
- Highlighting both the uniquenesses and the similarities between diverse groups.

It might be helpful to enlist the assistance and guidance of multi-cultural and ethnic organizations in the development of culturally sensitive training and materials for young and old.

Please refer to Appendix G for a suggested list of multi-cultural organizations.

A Sampling of "Icebreaker" Activities

Young and old participants are together for their first joint training. Some are apprehensive, wary, shy. Young persons are gathering on one side of the room, older adults on the other. Some stand alone. How can you encourage some intergenerational mixing? Here is a sample of successful icebreakers from programs around the country:

- "*Serve Refreshments*" — This recommendation was unanimous. "Breaking bread" helps to break the ice. A table set up with light refreshments naturally draws participants together and encourages informal interaction.
- "*Dot Introductions*" — Chairs are set up in a circle. If more than 20 participants, set up groupings so that each circle will contain no more than 20 each. Participants check in with staff at the Welcome Table, where name tags for everyone are laid out. Each name tag has a brightly colored "dot" attached. One young person and one older adult have the same color dot, designating them as teammates. Staff help

participants to link up as teams and to sit next to one another in the circle(s). Participants then conduct "mini-interviews" with their teammate, and team members introduce one another to the entire group.

- "*The Age Line*" — When all participants are present, the facilitator instructs the group to form an "age line" where they line up in the age order that they believe is correct, youngest to oldest. After the line is formed, the facilitator asks each participant to name a good and not-so-good thing about being their age, and invites input from all group members. As the next step, participants give their actual ages, and the line forms again to reflect the true chronological order.
- "*Names in the Hat*" — The names of the older adult participants are written down and placed in a hat. Each youth participant draws a name from the hat, and teams or partners are assembled who will work together on exercises during the training.
- "*Theme Discussion*" — With all participants comfortably seated in a sharing circle, the facilitator introduces a theme that encourages lively group conversation. Topics can be whimsical such as "great things about chocolate" or more serious such as "why environmental conservation is or isn't important?" Invite participation and engage the group members.

When Preparation and Training are Inadequate: A Cautionary Tale

The following excerpts were taken from the reflection journal of a sixth grade student:

Week 1: "Today we started our service-learning project. My group visits a nursing home every week and we stay there for one and a half hours. It wasn't any fun. I didn't learn anything except it's creepy there and it smells weird and it's boring. I just talked with my friends and not any of the old people."

Week 3: "I hate being at the nursing home. It's boring. Nobody wants to do anything. I wish I worked with the other group with the little kids because they have fun. Today I tried to have fun. I tried to get the old people to help me make some pictures and stuff and they didn't help me. Nobody wants to talk to me. I sat all by myself and then with one of my friends."

PROGRAM HIGHLIGHT

In Georgia, Atlanta RSVP Intergenerational Partnership Project teams of older adult RSVP volunteers and at-risk youth (including adolescent parents) work side by side to serve vulnerable community populations. Each project team consists of one older adult and two youths. Program administrators and staff invested time to prepare the young and old volunteers to undertake their duties, which include the teams working with Volunteer Station staff to identify projects. The training had four stages:

1. **Several weekly sessions were devoted to training and building the capacity of the older adult RSVP volunteers and preparing them to work effectively with adolescent partners.**
2. **Key staff at each Volunteer Station trained for the same period of time.**
3. **Next, youth volunteers were trained on program and aging issues. Each youth has a caseworker, who attended training with his/her client.**
4. **All participants then assembled for joint project and skills-specific training sessions.**

The Atlanta RSVP Intergenerational Partnership Project encourages informal relationships between the young and old participants outside the program. Young people accompany older adult partners to church or other social activities; older adults attend school functions; they also get together for informal recreation and socializing.

As of January 1994, each volunteer station and the young and old partners had identified the following projects: participation in Meals on Wheels and other services to adult day care clients including frail elders and persons with disabilities, such as friendly visiting, reading aloud, and planning special activities.

Week 9: "Today one old man came to see what I was doing but then he went away. I just sit there all by myself. I don't know how to talk to the old people but I think they don't like me. I don't like it there and I'm always happy when it's time to go away. I don't like old people like these people."

Week 16: "I'm happy today because I don't have to go back to the nursing home anymore. I didn't like it. I thought the old people were boring and all they did was sit and didn't want to talk. I didn't learn how to talk to old people except to try to stay out of their way. I don't think it's a very good idea to visit old people at the nursing home."

This student's comments illustrate how detrimental lack of preparation, ongoing support, and supervision can be. Not only has the student been discouraged from serving, but her perceptions of frail older adults have grown less acute. If, at the

In our program, activities cover a range, some serious and some not so serious. But we always try to create opportunities for the students and the older volunteers to notice one another, to learn from one another, and to find something to affirm in one another...

—Lynn Gavin,
Camp Fire Boys and Girls
(Project partner–
St. Paul-Ramsey
Medical Center RSVP
Senior/Youth Alliance)

To be effective, community service must be meaningful to the community and to the ones providing the service. That means young and old participants must have a voice in their service activities and projects.

—Brad Belbas,
National Service
Learning Clearinghouse

beginning of her experience, the student were positive or even neutral about older persons, her attitude shifted to one of displeasure and avoidance. Preparation, training, support, and supervision could have yielded a very different experience for this young girl.

Step 3. Activities

Activities are the living laboratories of your intergenerational community service program. Through planned, structured, and on-going activities, the participants fulfill the program's dual purpose: to get things done in the community and to build intergenerational relationships and understanding.

While actual program activities vary according to individual purposes and goals, successful programs have some common elements.

- **Performing direct service**
  Intergenerational community service programs strengthen bonds not only between the young and old participants, but also between the participants and their communities. Through direct service opportunities, participants work in their communities for positive change—in homeless shelters, city parks, recycling centers, schools, residential facilities, day care centers, public safety committees, etc. Young and old learn by doing. They actively participate in community change, observe and analyze the results of their work, experience the rewards of service, and increasingly understand the responsibilities of citizenship.
- **Team building**—These activities facilitate group identity and group cohesion. They encourage young and old to learn from one another, to rely on one another, and to form a mutual identity as members of a common group. The transferable benefit of these activities is the creation of a strong, unified, effective, and motivated intergenerational team.
- **Skills building**—These activities to enhance participants' skills foster the development of committed and responsible citizens. Skills development empowers the participants and challenges them to fulfill their potential—to the community, one another, and to themselves.

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PROGRAM HIGHLIGHTS

Intergenerational teams all across the nation are hard at work serving their communities. Here are some examples:

- In **Linking Lifetimes** of Clearwater, Florida, older adult volunteers and at-risk middle school students team up to serve vulnerable populations, including children in day care centers.
- **The Hawaii Pacific University Intergenerational Program** of Honolulu, Hawaii is committed to involving citizens of all ages in the well-being of their communities. Groups of fifth grade classes and older adults join forces to study their neighborhoods (past and present) and develop neighborhood improvement proposals and projects. Activities include land-mapping, neighborhood walking tours, and resident interviews. Empowerment activities are highlighted, through learning about group decision-making and community activism.
- **The Birdwatch Program** of Louisville, Kentucky, is teaching intergenerational participants about migratory songbirds. Middle school students and residents from local nursing homes work in teams to conduct field research, documenting and studying the flight paths and habits of migratory song birds. A university ornithologist trained the program staff. The results of their research will be compiled in a shared education database. Both young and old are learning about one another and about the need to preserve natural wetlands for birds and other wildlife.
- **Project Care** of Bethlehem, Pennsylvania, involves citizens of all ages, from preschoolers through older adults. A community garden was created at a city public park, where young and old participants work together to beautify the community and grow vegetables.

- **Reflection**—Through structured reflection activities and exercises, both young and old participants examine the many dimensions of both community service and intergenerational relationships. They explore the meaning and value of their experiences. They analyze both the positive and not-so-positive aspects and make suggestions for the future. Reflection enhances the learning and service experiences, because it demands personal scrutiny. Reflection encourages personal growth and understanding and extracts the essence of the experiences.
- **Evaluation**—While evaluation is ongoing throughout the program, several activities allow you to monitor and assess how effectively your program is meeting its goals.

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PROGRAM HIGHLIGHT

Intergenerational Partnerships Increase Public Safety and Fight Crime

A sobering similarity between young persons and older adults is their disproportionate vulnerability to crime. Older adults are often fearful of youths, and envision them as perpetrators of crime. Young people, on the other hand, often feel frustrated and misunderstood by adults.

Through their participation in Miami's **Bridging the Gap: Youth and Elderly Against Crime Program,** young and old form personal relationships together, share experiences, and fight back against crime together. This intergenerational community service program is a multiagency effort by the Jewish Family Services, the City of Miami Police Department and Metropolitan Dade County Police Department, the Florida Attorney General's Seniors vs. Crime Project, and the America Association of Retired Persons. More than 1,500 high school students from seven Miami high schools work with older adults from six senior centers and one church. In addition to group activities, individual students and older adults pair up as special buddies and mutual support to one another.

Some of the impressive and measurable accomplishments of **Bridging the Gap** include:

- teams of students and older adults work together to distribute literature, including safety tips, to older adults living in high crime areas.
- students and older adults banning together as advocates against crime and are providing safety to hundreds of seniors who are isolated and fearful.
- student participants continuing their efforts to combat crime and have formed a countrywide task force committee. The task force is composed of law enforcement officers, representative students from each participating high school, and older adults in their community. The task force members advocate for legislation to increase the protection of older adults receive around their residential living facilities.
- students and older adults "have become one," despite their ethnic, racial, and age differences. Each is a volunteer with the unselfish intention of helping someone in need. Previous misconceptions by both age groups have disappeared among both young and old participants.

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PROGRAM HIGHLIGHT

An Outside-of-the-Mainstream Intergenerational Partnership in Chicago

Adjudicated juvenile offenders, particularly those remanded to state institutions, often emerge from their experience more isolated than ever. Shunned and ostracized by peers, labeled "troublemakers" by many authority figures, they struggle with the limitations of parole, the expectations of society, and a lonely longing for nonjudgmental interaction. Many inner city older adults are equally isolated, cut off from mainstream opportunities and meaningful activities. In Chicago, a partnership between the Illinois Department of Juvenile Corrections and the Healy School (District 428) offers a promising answer. As participants in **Youth and Senior Outreach (YSO)**, an intergenerational community service program, juvenile parolees and older adults work in pairs to serve their community. During its first year, the young and old team members participated in the formation of a community food bank. They assisted with joint projects with the Department of Aging, including a Health Fair and a Men's Day at the local senior center. Bilingual partners also acted in the role of interpreters.

While the young participants benefit from their older adult friend's one-on-one attention, the older participants find new challenges and new roles that accomplish far more than filling empty time. Their new duties take them out into the community, to confront real needs.

As **YSO** partners, young and old share a positive common identity in the community. To heighten the team message, **YSO** participants wear t-shirts that sport the program logo as they perform their shared duties. Says Willean Leslie, Program Coordinator, "At first the participants, the teenagers in particular, weren't sure about the program 'uniform.' I was pleasantly surprised when one student at the Health Fair told me, 'You know, I really didn't want to wear this shirt at first. But we really get respect when we wear them.'"

YSO motivates all participants, both young and old. The young members are learning to overcome the negative labels so carelessly attached to them through hard work, commitment, and the special attention offered by older adults who take the time to care. Older adults discover the self-transformations that occur when they work with a young partner considered by so many others as "hopeless" or "too much trouble."

CHAPTER FIVE

SUSTAINING YOUR INTERGENERATIONAL COMMUNITY SERVICE PROGRAM

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Support.......48
Community Visibility.......49
Dissemination.......50
Program Evaluation.......50

Sustaining Your Intergenerational Community Service Program

To sustain your program, you must:

- ▼ reinforce and sustain commitment from young and old participants, staff, sponsors, and community partners; and
- ▼ promote and highlight the program's accomplishments in service to the community and in building strong relationships among young and old participants.

Step 1. Support

Support activities nurture and validate participants, strengthening trust, self-acceptance, and a feeling of belonging.

Support activities are both informal and formal. Informally, young and old can be made to feel valued and important. Something as simple as a smile, a heartfelt "thank you" or "good job" from staff makes participants feel appreciated. Encouraging feedback and incorporating participants' suggestions promote leadership skills and improve programs.

Formal support and recognition activities celebrate the participants' contributions and accomplishments. Examples are graduation or recognition ceremonies with certificates; scheduled events (such as awards dinners, volunteer luncheons, picnics, recognition and appreciation ceremonies); official acknowledgements and thank you from national or community leaders; and profiles in community newspapers or other media.

Ceremonies offer a time to present the big picture of community service as a national movement. Speak to the patriotic pride of both young and old; capture the hope, inspiration, dreams, and visions of community service; then remind the participants that they are part of it. Rick Collins, Deputy Director of the **Delta Service Corps**, shared an inspirational piece of corps history with new recruits during November 1993 training: "When our Corps began, it was called one of the Magnificent Seven. From dozens of first year (National and Community Service) demonstration project applications, only seven were chosen. Not only that, we were the first and only regional community service corps, and we were the only intergenerational corps... The Delta is our home, and sometimes it's hard to see just

"It's interesting when I think about the young and older people who join the *Delta Service Corps*. We talk a lot about renewing the ethic of civic responsibility. I guess I've learned more and more that the older people don't need to learn or renew that ethic. They already understand it and they've lived it. It's great that our Corps can benefit from the talent and work of so many people of all ages."
—Trudy Bell, Delta Service Corps State Director, Louisiana

"The challenge of intergenerational programs is not getting them going or getting them started. Instead, ultimately, it's what do you do with them? What can we do with older people and younger people together that solves real community problems?"
—John Briscoe

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beyond that, but I want you to know that people all across the country are looking to us, learning from us, and waiting for us to help show how to turn communities around."

Recognition can include awards, as well as badges, t-shirts, sweatshirts, and baseball caps with the group's logo as ways to express thanks and foster group identity.

Step 2. Community Visibility

Program benefits must be visible to the community at large—to community leaders, specialized professionals, those whose lives are touched and changed, and to the general public.

The following strategies can help you to enhance your program's visibility and to successfully promote it as an investment in the future for the community:

- **Media Connections**
  Cultivate relationships with newspaper and television reporters and photographers, and create opportunities to promote your program. Intergenerational community service programs are fertile ground for human interest and people-centered stories. Invite press representatives to your special events or community service sites. Send them information and news releases. Explore ways in which they can be partners in their own right, perhaps by "adopting" a team of young and old participants and writing a series of feature articles about their activities.
- **Young and Old Together: Your Best Spokespersons**
  The young and old participants are the best spokespersons to promote the program, as their personal experiences lie at its heart. Their words, observations, and descriptions convey the most powerful messages. When presenting to the community, always include representatives of all age groups.
- **Intergenerational Support for Community Events**
  Your program and participants can support and participate in events sponsored by other community groups. For example, the intergenerational Deer River **Partners for Tomorrow** (Minnesota) were on hand when the community turned out to build a playground, preparing and serving lunch to all playground builders and helpers, establishing and maintaining a lively community presence.

When our first intergenerational teams completed their service, we hoped that some of the youth and some of the older adults would return for a second round. One middle school boy asked if his older partner would be returning. When he found out the answer was yes, he signed back up. He said, "Let me work with my partner again. I miss him."
—Lynn Gavin,
Camp Fire Boys and Girls,
Youth Project Partner,
"Senior/Youth Alliance"
St. Paul, Minnesota

Step 3. Dissemination

It is essential to "spread the word" about your intergenerational community service program. Comprehensive dissemination strategies include:

- Using newsletters as vehicles (yours as well as your program partners') to keep your readers and funders in touch.
- Presenting your program at conferences, forums, and workshops sponsored by the aging, youth, education, and volunteer networks..
- Writing letters to the editor of newspapers.
- Writing newsletter and magazine articles that describe your program.
- Telling the community about your program, including presentations to the PTA, church groups, service clubs, city councils and other civic groups.
- Ensuring that information about your program can be found through information and referral centers in the community.

Step 4. Program Evaluation

Intergenerational community service programs can yield a wealth of useful information, lessons learned, and measurable outcomes. Identify impacts, document those impacts, and share them with other program developers and community groups. Employ both quantitative (the collection and analysis of objective data) and qualitative (observations, subjective experiences and interpretations) measures to identify accomplishments and to determine areas for improvement.

Evaluation of Target Audiences

Include these groups in evaluation:

- young and old participants
- program staff
- program partners and sponsors
- recipients of service (if applicable)
- key community groups including local government agencies

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Evaluation Methods

Here are some methods you can choose from:

- Interactive sessions and ongoing dialogue and discussions with different audiences
- Questionnaires
- Pre and post tests
- Self-reports by the young and old participants and other groups
- Interviews
- Review of attendance records—both young and old participants
- Visible and measurable community changes, such as the parks that intergenerational teams tidied up or the garden that they planted
- Program waiting lists
- Formal reports by program staff
- Staff observations of participants such as changes in attitudes towards one another, friendships between young and old, and support for one another

Evaluation of the Intergenerational Component

Regardless of your methods, evaluation of the intergenerational component should include the following:

- In what ways did teams of young and old learn about one another? How did the program change them? How do they now view one another? Have attitudes changed? How?
- Teams of young and old worked together in service to their community. Did the experience change their attitudes toward one another and the community? How did their season of service change their perceptions of themselves as citizens and members of the community?
- Did young and old participants gain greater awareness about a particular issue, problem, or population in the community?
- Community partners worked together on an intergenerational community service project—a project beyond their usual universe of concerns and priorities. What were the results? How did the partner groups come to view intergenerational programs and young and old in service together? Will the partner groups participate in another intergenerational community service project?

- What were the impressions of recipients of service, community leaders, and ordinary citizens who saw or spoke with the young and old participants?
- When young and old assume new roles and work together as community resources:

  What works and why?
  What can be changed to work better?
  What does not work?
  Which groups and networks would be interested in the results?

- Are there specific service projects and activities that are particularly well suited to using intergenerational teams?
- Are there particular service projects and activities that are not well suited to intergenerational teams?

PROGRAM HIGHLIGHT

Intergenerational Community Service and a Rediscovery of Culture and Language in the Seneca Indian Nation

The federal subjugation of Native American tribes across the United States in the late 19th and early 20th centuries led to, among other things, a loss in the transmission of native language and customs from one generation to the next. The Seneca Indian Nation of New York is no exception. Forbidden to speak their native language, the Seneca lost approximately 80% of their language in one generation. In 1992, the Seneca Nation, supported with funds from the Commission on National and Community Service, created **Language Link**, an intergenerational community service demonstration project. Its purpose is to unite young and old in the revival and preservation of the Seneca language.

All Language Link participants are members of the Seneca Tribal Nation. Young participants (ages 19 to mid-30's) and tribal elders are matched one-on-one as partners and spend approximately five hours each day together. The reciprocal exchange of services between young and old is the heart of the program. Tribal elders teach their young partners the Seneca language.

In return, young participants assist their older partners with household chores, errands, and escort services. Each evening, the teams sit down together to go over their daily notes or tape recordings. They also write and reflect in their journals. Indian culture educators and tribal consultants meet with the participants and project staff to guide the process, offer specialized training, and evaluate progress.

The ultimate hope is that the Language Link will result in the complete revitalization of the Seneca language throughout the tribe and the community. As proficiency increases, teams of young and old will teach others. In addition to the formal language instruction in schools, access to tutors in the Seneca language will expand to day care centers and other community settings.

The Language Link is an exciting example of how young and old together actively help their community and one another. Rather than focusing on painful scars of the past, their work contributes to a brighter future: a future where today's toddlers and children will learn to greet tribal members in their native language, where Seneca tribal customs will be understood and honored, and where their shared heritage will, once again, be transmitted from generation to generation.

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CHAPTER SIX

THE STATE OF THE ART IN INTERGENERATIONAL COMMUNITY SERVICE PROGRAMS

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The Delta Service Corps 54
Partners for Tomorrow 60

The State of the Art in Intergenerational Community Service Programs

By allowing intergenerational community service programs to "speak for themselves," we hope that you will find not only practical information, but also inspiration.

> **I will work to create a nation where community service is a right and responsibility of citizenship; to create opportunities to prove that all citizens can participate in sustained meaningful service; and to be a catalyst to rejuvenate the ethic of service in our nation through the Delta Service Corps.**
>
> **—Indoctrination Pledge of Delta Service Corps Members.**

The Delta Service Corps

A National and Community Service Act
Demonstration Project
Arkansas Division of Volunteerism
Suite 1300-Donaghey Building P.O. Box 1437 Slot 1300
Little Rock, Arkansas 72203-1437
501-682-7540
Billie Ann Myers, Former Director
Rick Collins, Deputy Director
Contact: Suzanne Pugh, Executive Assistant to the Director
Inception Date: October 1992
Number of Young and Old Participants: 275

The Delta Service Corps: Intergenerational National & Community Service

The National and Community Service Act of 1990 created opportunities in states and communities that challenged all citizens to improve their communities through service. The states of Arkansas, Louisiana, and Mississippi successfully proposed a regional community service team, The Delta Service Corps (DSC), composed of citizens 17 years and older whose members would work together to make significant contributions to their communities through service.

Delta Service Corpsmembers work to meet human, public safety, environmental, and education needs. The variety of duties include service as classroom aides in alternative learning schools and camps, building low-income housing, developing community food pantries, providing support services to adolescent mothers and their children, and helping rural farmers develop alternative crops and farming techniques. Corpsmembers are (primarily) placed individually in local non-profit agencies throughout the Delta region. Although most are placed independently, the team approach is integral to the Corps structure. Corps members belong to "home teams" based on their geographic distribution, which interact regularly through team meetings, group discussion and in-service training, and collaborate on mandatory team "Signature Projects." Delta Service Corps emphasizes service-learning, and provides on-going opportunities for members of all ages to analyze their experiences, about issues both service related and personal.

Maximizing the Skills of Young and Old to Get Things Done

An intergenerational corps was deemed appropriate for the Delta Service Corps, because diverse human resources—the skills, experience, commitment, and energy of citizens of all ages—were desperately needed to combat despair, fragmentation, perceived powerlessness, and poverty. "We needed to be as inclusive as possible in our recruitment," stressed Billie Ann Myers. "The National Service legislation of 1990 allowed roles for full-time, part-time, and senior participants. We decided to cover the entire range. Our communities need each and every one of us, the young people and the old people alike. Why put together a regional corps, composed of Delta people, and not open the door to everyone interested? Our diversity is our strength, because our people are our strength, and I have faith in all of them."

"We need the skills all of you bring to us, from your different places, different journeys, and the different ages. We need the wisdom of Margaret and Roy (older adult participants)...who have years of experience and are now part of something new...What we have, our power, doesn't come from out there. It comes from the heart, where all of us who want to serve are the same."

—Rick Collins, DSC Deputy Director, addressing Corps recruits during November 1993 basic training.

An Intergenerational Esprit de Corps

The Delta Service Corps is an exciting and inspirational model of intergenerational community service. Its intergenerational component is vital, not hidden underneath the program's rhetoric as a passive fixture or an accident of programming. Intergenerational cooperation is highly valued. Corpsmembers are recruited and trained in cross-generational groups.

The intergenerational element offers stability and tremendous

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payoffs to the DSC, both in obvious ways and ones that are more serendipitous. Older adults are valued in the Corps as natural complements to the younger corpsmembers. The young and old are natural leavening for one another, enhancing the quality and excellence of service projects and resulting in bonds between individuals of different generations. Intergenerational interactions sharpen and professionalize corpsmember behavior reciprocally in both young and old.

For example, young corpsmembers are often positively influenced by the inclusion of older adults. Wisdom, maturity, and patience are respected. Older adults are unusually outgoing in the presence of young participants, who coach and encourage them in activities and exercises. Informal counseling and sharing of wisdom between young and old is commonly observed during the intensive training sessions. Said Billie Ann Myers, "They are always making surprising discoveries about each other, across the ages and the generations. It's so obvious, when the young people and older people sit down together, there is a two way exchange of sharing and wisdom."

All full-time corpsmembers attend an intensive Basic Training prior to initiation into the Corps. Following graduation is an hour and a half of reflection or "sharing time." Billie Ann observed that, "During sharing time, almost every time we train a group with young and older people, the young people will say, 'This is the first time I ever realized how much energy somebody 72 years old has!' Or an older adult will say, 'I really learned to appreciate the intelligence and strength of some of the young members of the Corps.'"

"The selection of our Corps' service uniform is an interesting and amusing example of how young persons and older persons can look at things very differently. It was very difficult to find a uniform that meets everyone's tastes. For example, the younger folks said, 'We want to wear our shirt tails out of our trousers' or they said, 'We don't like these striped shirts.' The older folks said, 'We want to be comfortable. We want elastic waistbands in our trousers,' and the young people said, 'Well, we don't.' While it's not completely worked out, we have reached a compromise. For example, everyone seems to like the Delta Corps sweatshirts and the baseball caps, so wearing those two pieces are pretty standard and everybody approves. The trousers, as long as they're the right color (navy or kakhi) can be whatever style fits the participant. We made these decisions, just like we continue to make decisions, based on input and feedback from all of our Corpsmembers."

—Billie Ann Myers, Former Director

Equal Expectations and Service Opportunities:

The expectations of both older adults and young participants are the same. All participants attend readiness training. All wear the Delta Service Corps uniform and perform service in their communities. All maintain reflection journals and participate in team activities and a team Signature Project. All have equal opportunities for meaningful roles and experiences, leadership development and application of skills to meet community needs.

Training and Preparation-of Participants and Staff

DSC training activities skillfully guide interaction among diverse participants. Readiness training assembles new recruits from all three states at a residential training facility for a week long "retreat style" encounter. The deliberate isolation and the extended amount of time allow the recruits to hone their skills and develop a strong team identity. It helps them to acclimate as corpsmembers; to understand their roles and prepare for their responsibilities. The recruits share lodging, eat together, train together, and spend recreational time getting to know one another.

Training includes interactive sessions, small group problem-solving and team-building exercises. Readiness training exercises include team-building, visioning for themselves and their communities, diversity, service-learning, and rules and expectations. During a year of service, DSC members attend two in-depth trainings, one training conference, regular team training and in-service sessions, and specialized training with their Service Opportunity Sites. Staff training includes workshops, seminars, retreats, site visits to other corps and conferences, and quality management and performance training.

Throughout training, each corpsmember is assigned to a working group of individuals from different states and different backgrounds and ages. These small focus groups distribute participants to allow maximum exposure among different people to new experiences and individuals. There is regional mixing, racial and gender mixing, and age mixing as part of the equation for success.

The end result is exciting to witness, as diverse individuals of all ages from all across the Delta region, once strangers, evolve into a strong and supportive team.

Dean McMillian, DSC training director, says that programs can design a consistently effective approach for diverse individuals if they:

- Invest the time to train staff to deal with all foreseeable issues, including age differences.
- Be flexible in the development of the curriculum. Be willing to change and adapt as feedback is received from the participants. "Always remember that they are each other's best resources," she said. "They will help each other and teach each other. We give them options and show them how to trust themselves and trust each other as resources. Each individual comes here with ideas of what the problems are. We use visioning to see what it would be like if we somehow forced a change. How would the Delta be different because of what each of us did?"
- Include team-building activities and exercises in the training. In DSC, a full day is devoted to group problem-solving sessions, communication skills, and challenge courses. Divided into diverse teams, corpsmembers tackle a modified high ropes course where every challenge requires a team effort. For example, the "Spider Web" consists of a series of knotted ropes that crisscross between two trees, leaving about one dozen openings of various sizes. Working in unison, the team members must assist one another through different holes, one by one, without reusing a hole or touching the ropes. Participants realize that they must allow their team members to instruct and guide them; to lift them from the ground and pass them through. They must also discuss strategies as a team, and must swiftly incorporate individual suggestions into an overall plan. They quickly learn to trust one another, to applaud and support one another, and to watch out for each other's interests. It is not uncommon for older adults to first stand back from the exercises and allow younger members to take the initiative. A change happens early however, and soon both young and old are down on the floor or out on the course, heads together and united in a common purpose.

Diversity

Delta Service Corps Basic Training includes a session on appreciation of diversity. Diversity issues, if ignored or minimized, can interfere with the development of a team spirit and the understanding of one another as individuals. Diversity training and sensitization exercises help the multi-age and multi-cultural participants identify groups to whom they feel allegiance, and groups whom they might view with mistrust or misunderstanding. As a group facilitator calls out a type of group such as male/female, black/white, young/old, the participants raise their hand for each group they identify with. The participants then select several groups where misconceptions are common and present skits and role plays to explore issues. In November 1993's Basic Training, two of the stereotypes examined were perceptions of older persons and attitudes toward young African American males. The older adults prepared a presentation for the young participants. "We don't like being called 'over-the-hill,'" they said. "We aren't little old blue haired ladies. We aren't out to pasture. We want the same things for our communities that you do. We can contribute to solutions to modern problems." Several young African American males similarly voiced their frustrations to the group. "We aren't all criminals and in jail," they said. "We don't go around robbing folks and beating them up. We aren't ignorant and dangerous. We care about our communities and that's why we're here." Response from the audience was universal: "We didn't realize you felt that way."

The Signature Project: Intergenerational Teams in Action

A Signature Project is required from each Delta Service Corps team. Signature Projects allow corpsmembers to understand and analyze community priorities; identify a related project to address the priority; demonstrate skills in community problem-solving; and create a visible presence in the community. Past Signature Projects include a youth directory to identify people, programs, and organizations that provide positive activities for young people in the Delta; development of several community information, referral, and resource centers and directories; and restoration and revitalization of community facilities, including schools, playgrounds, clinics, and homes of frail older adults.

The Delta Service Corps intergenerational teams are motivated to make a difference in their communities, and are daily proof that the efforts of individual citizens of all ages can solve critical problems and increase the capacity to get things done.

"What I like best about the program is working with the older people and us kids together. I like the things we do and the stories we tell and everything we do together in our community."
—Mike, 12,
Youth Partner,
Tamarack, Minnesota

"The way I feel, I have more energy than I can tell you working with these kids. These children keep my brain working all the time!"
—Margaret, 71,
Older Adult Partner,
Deer River, Minnesota

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it is the only thing that ever has."
—Margaret Mead
Motto of the Partners
for Tomorrow

Partners for Tomorrow

Arrowhead Regional Development Commission
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Phone: 218-722-5545 FAX 218-722-2335
Henry Hanka, Executive Director
Program Contact: Sally Rae Hedtke, Associate
Planner/Program Coordinator
Program Inception Date: May 1990
Number of Young and Old Participants: 112

The northern Minnesota **Partners for Tomorrow** are taking the lead in intergenerational community service in rural communities throughout the state's Arrowhead Region. Teams of young and old work as equal partners to shape the future of their communities.

Partners for Tomorrow Program Structure

To engage support and ensure success, Partners for Tomorrow staff emphasize the importance of building strong relationships between community leaders, schools, senior centers, and other community groups. Planning begins with community groups and program staff gathered together around the table to discuss issues and, specifically, to explore the benefits that a Partners program will bring. Support from the town or community school is vital. Recruitment of youth participants is handled by schools, who also must approve schedule flexibility and special circumstances for young Partners. Aging groups are similarly essential, as they identify possible older adult Partners.

Recruitment of Young and Old Participants

For both young and old, recruitment is accomplished by a nomination process. Partners for Tomorrow's staff and self-selected schools work together to find young participants. Each principal or superintendent receives a letter describing the Partners program. Schools are requested to identify young candidates with the following characteristics:

- Identify a blend of kids, including natural leaders as well as shy youngsters.

> **"The community has to tell us, 'Okay, let's talk about this some more' before we will formally enter a community and 'pitch' Partners. It's the community's responsibility to identify who we should talk to, what their time frame is, and how they would like to work with us. Decision-making from within communities is our norm, and it's up to them to take the first step. They might tell us, however, 'We have seniors and we have these kids. What does that mean for our community?' And we can answer, 'It means that you have resources beyond what you might think.'"**
>
> **—Sally Rae Hedtke, Program Coordinator**

- ▼ Think about students who might particularly benefit from leadership training or who show an interest in community service.
- ▼ Good grades are not a criteria, but social skills and the ability to cooperate are essential.
- ▼ Think about students who might be "drifting" or "overlooked" in school events or activities.

Each school nominates four or five elementary/middle school students (grades 5-9).

Older adult recruitment is coordinated through the Area Agency on Aging network. Program staff work with local community groups or senior centers identified by the Area Agency, as well as County Coordinators on Aging. As with the students, older adults are nominated or sponsored by a community group or community member. Selection criteria for older adult Partners includes:

- ▼ Older adults who are natural leaders, and those who show leadership potential, or already are community leaders.
- ▼ Individuals who are interested in working with young people and their community.
- ▼ Older adults who are fairly active, with time to work with students regularly in the community, as well as to meet with program staff.

After young and old candidates are identified, each receives a letter from the Partners staff. "Parents are never obstacles or just sideline sitters," Sally Rae Hedtke said. "They see the nomination of their child as an honor...to say 'my child was chosen' has a special meaning to many parents. Parents are very supportive of our work. They help with transportation and other projects. They see changes or surprising skills in their child. They also see the opportunity for their child, and they become part of our team."

Preparation and Training

The first step to a successful Partners project is preparation and training. Prior to a joint training of young and old, all participants attend separate orientation sessions where they can ask questions and learn what's ahead for them.

The first joint training is the Leadership Training Retreat. New participants travel, expenses paid, to the program headquarters

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This Certificate of Leadership Training is presented to you in recognition of your dedication to intergenerational leadership and community service. Congratulations on your belief in yourself and your community.
—Partners for Tomorrow Graduation Certificate

in Duluth, Minnesota for one to two days of intense training. Effective icebreakers start training off on a good note. Refreshments await participants as they enter the training facility. Each stops at the registration desk for a name tag and a "friendship necklace." The necklace is brightly colored yarn with a pom-pom on the end made up of short sections of yarn. Participants are instructed to circulate in the room, remove a piece from their pom-pom, and tie it onto the necklace of a new friend as they make introductions and chat. The goal, by the end of the retreat, is to have a very small pom-pom and many individual "friendship" strands tied to their necklace.

Formal training introduces new Partners to elements of leadership such as setting goals and objectives, optimum communication, the importance of praise and positive feedback, the process of brainstorming, and reaching group decisions by consensus. At strategic points, the larger group breaks down into their smaller community groups to solve problems, make decisions, and choose a community project. Each group appoints a recorder, who documents the comments for discussion and reflection.

The training retreat culminates in a graduation ceremony, presentation of certificates, and a retreat evaluation.

The Community Project

In the Community Project, community groups composed both of young and old apply the skills learned during the retreat to meeting a need in their community. They transform a vision into real world goals and objectives. By the end of the final training session, each group:

- Identifies a community service project that the group will perform;
- Describes why it's a good project;
- Develops a timeline with specific tasks to be accomplished and when; and
- Sets a date, time, and place for their next Partners meeting.

The Hill City Partners (December 1993 retreat) decided to spearhead a campaign to create a "Town Center." They hoped to create a recreation center where community groups could have meetings and socialize together. They thought it would meet community needs. Young people had no place to go and older people stay inside too isolated. They identified an abandoned building that might be purchased for a small price, or, ideally, donated to their town. They planned the following tasks:

- Have a Partners meeting to decide what research needs to be completed.
- Identify groups we will need to meet with to gain support, including the building's owner, the mayor, the bank, tax representatives, and private citizens.
- Draw up an action plan to assign everybody specific responsibilities.

On-going Support and Supervision

Following the training retreat, program staff meet with the separate Partners groups on a regular basis. Program staff sometimes must show exceptional forbearance and creativity to head off intergenerational conflicts. For example, one Partners group is composed of young and old participants whose strong personalities interfere with reaching consensus. Program staff suggested working issues out in alternative ways. The group adopted a "majority rules" method to make decisions. They developed group by-laws, and carefully included the intergenerational team element. For example, in order to speak for the group or conduct business (such as group bank deposits) at least one older adult and one young person must represent the group at all times. Sally Rae Hedtke does not view their alterations to the group structure as negative. "They obviously recognized the danger of their own individual inclinations when they made these decisions," she noted. "In the end, it was more important to them to end in-fighting and make the team work. That's a harder task than just saying 'forget it' and quitting." She also observed that, "Even in a conflict situation, it's gratifying that everyone agrees individual talents of all team members must be supported and encouraged, and that everyone has a voice."

A Sampling of Partners for Tomorrow Projects

Carlton Partners ease budgetary/fiscal constraints in the local elementary school by organizing and spearheading community fundraisers such as bake sales, car washes, and picnics. Partners used these opportunities to raise awareness of school issues among local residents.

Tamarack Partners beautify and reforest their community. They planted trees and flowers throughout their community. Because of concerns about vandalism to their park and playground, they plan to post signs in these areas to promote respect for community property. They also developed a project to assist area seniors with yard clean up and errands. They will circulate a sign-up sheet for older adults requesting assistance, and are working on implementation plans.

Deer River Partners are active in building community awareness about their intergenerational community service. They attend city council and school board meetings to discuss issues and make suggestions. They participated in the local Wild Rice Days parade by making a Partners float. They sponsored a "safe Halloween party and festival" for their community. They organized every detail, from site selection to solicitation of community door prizes and donations of refreshments. They successfully recruited volunteers of all ages to help. They planned all of the activities and garnered media support to promote the event. More than 1000 community guests attended.

Cook Partners are concerned about their community's lack of written history. They are collaborating with a group of citizens to preserve the area's history. They conduct oral histories, document stories and anecdotes, collect memorabilia and research early stories about the community. They are working with local and regional leaders to find a "home" for their work, most likely a donated building that will serve as a local history museum.

Littlefork Partners are determined to build a community swimming pool. Undeterred by the magnitude of their undertaking, young and old work actively to gain overall community support. The Partners successfully obtained a volunteer grant writer, held numerous fundraisers, and are now working with staff from the Minnesota Foundation to turn their hopes into a recreational facility that will benefit their community for years to come.

CHAPTER SEVEN

TIPS FROM SELECTED EXPERTS

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Billie Ann Myers 66
John Briscoe 71
Lynn Thornton 75

"I think that we really need to focus on what people and communities have, not on what they don't have..."
—Billie Ann Myres

Tips From Selected Experts

Billie Ann Myers, former Director of the Delta Service Corps and the Arkansas Office of Volunteerism, discusses her views on developing diverse resource streams in the community.

"Resources for programs, large and small, seem to be a natural gathering point for people's interests as they decide what they want programs to do. The first question is, 'How much money can we get?' and the answer to that question appears to determine all avenues of feasibility, of what can or cannot be done. In my experience, that question isn't necessarily the best starting point.

"I think that we need lots of resources to make anything happen. Cash, or a line of credit, is one of those resources, but again, it is by no means, in my book, the most important. I think that people are the most important resource, because they can bring the cash when they need to. What we have learned from our work is that if you can bring people together around a table, then you're going to have a headstart putting together successful programs.

"I'm going to be, perhaps, very simplistic about this, but I think this is a good way to illustrate the point. You can bring four people together around a table and everyone decides that they want a peanut butter sandwich. Now, one way to get the peanut butter sandwich is to have the dollars to go out and buy one. The other way to get the peanut butter sandwich is for me to bring bread and you to bring jelly and somebody else to bring peanut butter, and somebody to bring a knife. Then we have the sandwich and we didn't need any money right there at the table to buy one. Now, at some time, money was there. Somebody did have to buy the peanut butter and the jelly and bread, but not from our budget right at the table. The point is, there is an abundance of resources in every community...but they're not all in one pot, so you have to get together. Everybody wants a bite of the sandwich, so everybody brings ingredients to the party, and then everybody gets to take some of it home.

"I think that's the way we do community development. I think that's what economic development is all about. John McKnight of Northwestern University has proven in some his research that you can take a very poor community and it can become self-sufficient. Again, by looking at its resources instead of looking at its deficiencies.

"I think that we really need to focus on what people and communities have, not on what they don't have. With intergenerational community service programs, particularly, it's too easy for people to say, 'Well, young people don't have any experience. They don't know what they're doing. They're simply too young.' And about older people, they say, 'They don't have the energy. They can't do this kind of work anymore. He's had a stroke and he can't lift his right hand...' So, the focus goes to the lack instead of the abundance. If we look at individual, community, national, and world resources and rather than all the deficits, we will have everything we need to get things done. I've just seen it proven time and time again.

"The Delta Service Corps logo is a symbol—of change, of the three sovereign states in the partnership, and of the three collaborations that must be built among government, private sector or business, and non-profits or the third sector. In the Delta Service Corps, business support has not been a problem. When we asked, we got what we needed. Again, we looked first at what resources those business groups have available.

"For example, one of our biggest problems seemed to always be accessible communication among the headquarters in the partner states. A local corporation here has offices in all three states. They also run a corporate jet, every day, twice a day, between Little Rock in Arkansas, New Orleans in Louisiana, and Jackson, Mississippi. Delta Service Corps staff and, on occasion, corpsmembers, ride that corporate shuttle at no additional cost. It's an expense in the corporate budget, but Delta Service Corps riders cost them no more, it costs the same to fly the jet with five empty seats as it does with five Delta Service Corps staff on board.

"That's one example of abundance. As another example, one of the telecommunications networks provides us with two services. One is printing. They print on whatever paper they have in surplus and they run our work whenever they're not running their own things, again, at very little cost to them. So we are able to take advantage of surplus resources in real time. I mean resources that are there, but that would not be used otherwise. They programmed their major FAX machines to include all of the numbers of the states that I do business with on a regular basis. Until we had our own transmission capacity, we would send them a FAX and they would in turn shoot it out globally to everyone on our lists.

"Businesses have provided, various kinds of support services to individual Delta Service Corps teams and to others working to improve the community. One of the important training features for Delta Service Corps members is that they are taught to go and tell people what opportunities they have for them and how to get engaged in what's being done. Supporters, in turn, tell you what pieces would be to their advantage. It's making sure to invite them in, and never assuming they aren't interested.

"I found out about the corporate jet and the other examples because I invited two company representatives to a planning meeting with me when we first found out about national service. I said, 'I need some help. We're getting ready to do these national service programs and we always try to build these golden triangle coalitions and I need some private sector input here.' They had these big "oh dear" looks on their faces, because both companies were in the process of downsizing. And I said, "Now the one thing I don't need from either one of you is money.' I told them right up front, for the first time in our existence, we had money. I said, 'What we don't have is all this other stuff, so now let's talk about what we can do.' They were so relieved that we weren't asking for money, cold cash, that they could concentrate. So they said, 'You know, we've been downsizing and we've got some spare space. We've got one whole vacant floor.' They named lots of things we didn't need, but that other groups and organizations do. So, they began to do some possibility thinking such as, 'Gosh, we've got this and we can probably share it with the United Way.' So it fit very well with our other job, which is to continually stimulate those partnerships throughout the state in every area. So, there again, we've had real good support from corporations because we've asked for it.

"Louisiana has received a lot of support from corporate Louisiana for post-service benefits, and the same corporation that provides the transportation support also made an outright grant of five thousand dollars to each state for post-service benefits.

"There are so many things that corporations can provide. J.C. Penney gave us a 25% discount on our uniforms in the first year. That was wonderful, because we didn't have enough time to ask for comparative prices from different sources. Dale Carnegie did a great job giving us some preliminary public relations training for corpsmembers—all free. They then gave us a large discount later when they provided a much more thorough four day training; they charged about 50% less than they normally ask. All, again, were donations that they could make, based on what they knew about themselves and based on what we knew and told them we needed.

"No matter what, it is always vitally important that you are able to identify what you need for your program. It isn't enough to go in and say, 'Well, I need $50,000.' What do you need $50,000 for? Are you going to hire somebody? What will you buy? Desks or space or telephones? What are you going to do with the money? Think very carefully what about what it is you need, and you might start to see that what you need isn't always money; it might be you need resources that other groups and organizations and businesses can help provide.

"For self-sufficient programs at the community level, the first thing that has to be done, to receive support, is to get the human element engaged. Again, it goes back to the people. The two corporate people who came to my meeting came because I asked them to; because they had worked for us as volunteers. The first piece to is talk to your friends; you need to go to them and say, 'Help us figure out how we can do this.'

"Foundations, on the other hand, are in the business of giving money. That's what they're for. The Council of Foundations asked me what they can do to help, and my response was, 'You can provide additional support to community-based organizations; to the organizations that the Delta Service Corps is working with."

"Here in Arkansas, we started planning for national service in 1991, before the Commission was appointed in September of that year. That's because we really wanted to use these resources and this opportunity to meet the priorities of the state of Arkansas. We felt we could best do that if we knew what those priorities were. So, I would say, make sure your programs meet needs and priorities of your communities, and build on the resources you already have. Bring all the people who have an interest, a legitimate concern to the table to talk about what priorities your program would meet. Find out what each hopes the program could accomplish. Ask yourself what does the nation need to get out of this? What do individuals need to get? What does everybody need to receive? Make it work for everybody, and your program will sustain itself over time. I'm convinced that if I personally walked out the door tomorrow, the Delta Service Corps wouldn't be badly affected. Things would go on just fine. And if the Delta Service Corps self-destructs at the end of three years, which was the original plan, it was always designed to leave behind the foundation to continue the work in our communities. People who trained and participated in the Delta Service Corps, of all ages, live and work in those communities. The communities will never be the same. Delta communities have changed because we have a new way of thinking about our towns, our communities, and our abilities. I think if you can build something similar into your programs, to leave behind towns and communities that have themselves changed, whether or not the administrative structure endures, then you will be successful in meeting needs. The purpose of the Delta Service Corps is to develop an infrastructure in the Delta for communities to meet their own priorities with their own resources. That's our vision of sustainability and success."

"We must continue to build that strength, and to explore opportunities for young people and old people to have access to one another, to find ways for that kind of thing to happen."
—John Briscoe

John Briscoe, former Director of PennSERVE, Harrisburg, Pennsylvania, discusses intergenerational community service, the opportunities, barriers and challenges of service-learning, and strategies for success in developing school-based intergenerational community service programs.

"When you're the new kid in town and you're launching something new and ambitious, you want two things. First, you want to associate yourself with excellence. Pennsylvania is blessed with two existing, superb intergenerational programs already, the Center for Intergenerational Learning at Temple University in Philadelphia, and Generations Together of the University of Pittsburgh. You want to tie your ideas to success, which we knew we could easily do with intergenerational programs in Pennsylvania. Second, you want real life success stories to tell. When I was just starting out and getting going, I heard Dr. Ernie Boyer speak at a conference. I went up to him afterwards and I asked him, 'As an advocate of community service, how can you make it happen?' He told me, 'You tell stories." Stories are the best way to communicate ideas powerfully. By attaching to intergenerational programs, we gained access to such stories. Older adults are storytellers for their communities; more than anything that is their collective, unique role. So here you have these powerful people with the capacity to tell amazing stories. Next, in Pennsylvania, it was the 'chicken or the egg' situation. When we (PennSERVE) broadcast for service-learning proposals, many that came back had intergenerational elements-significantly more than half. Out of 42 funded for service-learning projects, 26 specifically talked about an intergenerational piece. So, we had the happy happenstance of excellent programs already, and as we began to hear back from the field, we were picking up all sorts of intergenerational stuff schools were doing; bringing older people into the classrooms, for example.

"I have my own bias as to what I think community service is all about at a fairly conscious level—politics and power. Kids, as we know, have damn little of both, either understanding of what the politics mean, and certainly very little power. Seniors have quite a bit of both really, politics and power. I suspect that a country which is steadily and dismayingly disinvested in youth won't suddenly get religion and say, 'We were all wrong. Kids are important after all.' But they might change some parts of their thinking if they could be convinced that kids are worth something. I mean value in a very short term...value to the community right now. A fairly noticeable number of high schools around Pennsylvania have 'Senior Night' programs, where older adults come to the prom with the high school kids. My political eye looks around the room, and what I see more than anything is the positive emotion of it, of older people unaccustomed to being with youth who are now enthusiastic, excited, and perhaps, willing to vote for the next school bond issue.

"The other piece, of course, is that the building block of community, the extended family, is gone now as any sort of norm. It's broken up. If they're wealthy, older adults go to Miami Beach. We need to find some other arrangement, some alternative. With intergenerational programs, the extended family doesn't need to be a blood relative. In its research on youth corpsmembers, Public/Private Ventures (P/PV) found that one question can universally predict whether or not you'll stay with the corps. It's not income or economic status or culture or race. It's 'Do you have an adult friend?' We must continue to build that strength, and to explore opportunities for young people and old people to have access to one another, to find ways for that kind of thing to happen.

"Service-learning programs get kids out of the classroom and into the community. Fortunately, it's a natural thing to happen. Reflection, as an element of service-learning, is difficult to do well. A good first step always is, 'Okay, how do you feel?' But finally, we want to get some input about the results. If students are required to keep a service-learning journal, their analytical writing improves. If they apply problem-solving, then problem-solving skills improve. But it's hard to do it well. It's hard to find the teachers. We demand too much of teachers. Our education system is set up to teach the curriculum within however many days allotted. With service-learning, teachers must have the whole idea in their heads. They must understand that students won't always follow the recommended steps or find all of the separate pieces that make up a service-learning experience. That's why guidance is so important—to help the kids get the chunks that might have been missed.

"In education and service-learning, there are several critical issues. One is that education is curriculum coverage versus education is problem-solving capacity. Service-learning programs, including intergenerational programs, basically challenge the control that schools have over learning and over the curriculum. They have no idea what those old people told those kids.

So, what a horror, you have to go and ask the kids. This time the students possess the knowledge and the teachers need input from them to fully understand. So service-learning often flips the relationships of teachers and students.

"One way to motivate and engage teachers in service-learning programs, again, are those great stories. We can assume that all teachers like or, at one time in their lives, liked kids. It's sort of like, 'Why do all politicians love community service?' It's because of their memories of the Key Club and high school. So what we have to keep doing is finding those great stories to tell and we have to keep telling them over and over. The storyteller role is natural for older adults. Movements happen when truth becomes self-evident. And truths become self-evident with enough stories. So we have to find the stories and tell them over and over a hundred different ways.

"Barriers to developing service-learning programs exist in every community. The biggest barrier of all is time. Teachers are overburdened already, with full curriculums. Transportation is a barrier. Rural areas, however, have the world's best transportation systems. They're called school buses. Transportation is not a universal problem—it depends on the time of day. At 2:00 P.M., transportation is a horrible problem. It improves by 6:00 P.M. If you can get kids to a community service site by 2:00 P.M., it's generally not necessary to find a way to get them home by 5:30 P.M., because other opportunities have opened up, with parents coming home from work, relatives, whatever.

"A new approach is to locate senior centers in public schools. It's a great trend, we shouldn't stop there. Don't just bring all these new services in. Let it be an educational experience as well. Make kids part of the service system. Use kids as outreach workers in the health clinic. Twelve-year-olds are the world's best outreach workers. They are totally unthreatening in the community. They have ingenuity and energy; they're better at it than adults.

"Service-learning experiences tie learning to real life. We all remember the most boring class of all in high school as the Health Class, taught by the assistant coach. But if learning basic health, like CPR, is the first step to including kids as part of the emergency ambulance team, it becomes something completely different. So the kid might say, 'Why do I have to learn this?' And the answer is, 'Because next week you'll use it to save somebody's life.' The thought of holding someone's life in your hands, dependent on skills you learned, makes you suddenly pay more attention to get it right!

"To me, the most exciting promise of community service is that it just might get us out this 'dependency box.' In many ways, our social service systems enhance dependency. Seniors and kids are traditionally seen as liabilities. We can see seniors and kids, instead, as untapped resources. It doesn't take away the fact that seniors and kids have cost associated with them, but intergenerational service does bring it closer into balance. We need to stop seeing young and old as dependent, helpless, and inadequate. Our job is to do a needs assessment, but then turn it around and find their strengths so that they might become resources. Then a miracle happens—needs go away or the just aren't that important anymore. There are useful roles for all of us in community service. Community service, again, can help us all get out of the bureaucratic box of ever rising dependency. Bureaucracies don't grow people. Communities do. You can do things by tapping into the positive, not into the frailties. Community service helps us to do just that.

"My suggestion to anyone who is thinking about starting an intergenerational community service program is just go ahead and do it. As a way to get service-learning programs started in schools, intergenerational programs give you folks you can call up and they can be there at 10:00 A.M. Older adults are available, by telephone, through senior centers, and through their own network.

"The challenge of intergenerational programs is not getting them going or getting them started. Instead, it's what do you do with them ultimately? What do we need to do together that solves real community problems. Getting started is relatively easy. The harder part is to sustain, continue development, and then move on to increasing opportunities to serve the community."

Lynn Thornton, Executive Director of the Georgia State Commission on National and Community Service and former Director of the Georgia Peach Corps, an intergenerational national and community service volunteer corps based in Atlanta, Georgia, shares her views about intergenerational team work and motivation.

"The first was the issue of fairness. This came up early. It came from the young folks wondering whether these older people were getting special treatment. Things like, 'Do the staff listen to the older people more just because they're older?' There was a perception with the young corpsmembers that was happening. And, I admit, maybe it was, just a little bit.

"The second problem was that same old stereotypical attitude of one generation trying to relate the other. It's hard to get by some of the lessons we learn from childhood and grow up believing—about old people, in particular. It was also a problem for the staff. There was a notion that the old are frail and must be cared for, while the young are like mules and you can just send them out to do anything. Those kinds of misunderstandings didn't hang around to bother us for very long. The change in attitudes happened early, and it was fun to watch. The young people and the old people taught each other by example and proved to how important it is to look at the person, not the age or the stereotype.

"There is always the issue of rules. For example, we had to look closely at how the stipend of the Peach Corps impacted other benefits to older adults, like their Medicare and Social Security payments. Even with a small stipend, there can still be an adverse effect. We had to get around it by doing things like assigning fewer hours to some of the older corpsmembers, and in the eyes of the young, it was easy to think of it as favoritism. It was difficult to explain to them how the whole system works, with one part impacting other parts. The problem with assumptions isn't special to intergenerational work, because it's not uncommon for everyone to make assumptions that things are done for the wrong reasons.

"The next issue, I think, comes under a big heading of 'Be Aware.' In our Corps, all corpsmembers rotate among three crews, Human Resources, Education, and Public Works. We soon found that, by having our older folks, we had to do some adjustments.

> **"...Some of our older members have severe difficulties reading. As part of the Education crew, they were ashamed and scared. They didn't want anyone to know. Most have strong skills in the physical trades, but some of them just can't read. Now, some of our young corpsmembers have similar problems, so we had to talk to the kids and the older people and build in some flexibility."**
>
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"For example, some of our older members have severe difficulties reading. As part of the Education crew, they were ashamed and scared. They didn't want anyone to know. Most have strong skills in the physical trades, but some of them just can't read. Now, some of our young corpsmembers have similar problems, so we had to talk to the kids and the older people and build in some flexibility.

"There are some issues around physical abilities. This one, frankly, doesn't have a final resolution. Our oldest corpsmember is seventy-six, and she has two artificial hips. So, when it came time for her crew to rotate to Public Works, the staff made the independent assumption that she couldn't be part of it. I recommended that they look at other aspects of Public Works, such as inventory control, tracking systems, or getting community donations for projects. Those are, clearly, part of a Public Works placement that keep her on the team, but also keep her off the roof of the firehouse. Staff and site workers couldn't easily get past the one dimension of the job, the physical labor. They could only see this older woman putting those shingles on the firehouse roof in the middle of a hot Georgia summer. A challenge is to get past the resistance to attitudes, to help people see that contributions come in many forms, not just how fast you can run or how good you are with a shovel trenching a ditch.

"Finally, there's the whole idea of self-worth. For both young and old folks, you have to really keep those assumptions locked away. Just because a person is sixty-plus, it doesn't mean they won't get their feelings hurt. Just because a person is eighteen, it doesn't mean they don't understand complex issues.

"For us, the neatest lesson about nurturing understanding between our young corpsmembers and our older folks is this—in every case where age might have been a barrier, the issue resolved itself. And it helped all of us to see a real strength of the Peach Corps come shining through—how much we all benefit from the 'kids and the old folks' serving communities together. When you work with the Corps on a daily basis, it's easy to lose touch with the 'jewels,' and that's just what I think of the intergenerational element in the Peach Corps.

"In order to create good, strong teams of young and old members, you have to accept certain realities of life. I mean, you have to train and train. You have to do a lot of work with staff to help them overcome some of their own biases or misconceptions. You have to pay attention to all those small details of people relating to people, not only the bigger mission of your program.

"Preparing staff to work with the old and young teams took some time and special attention. There was definitely a power struggle going on between young and old. Young staff had some rough spots, I mean, how can a twenty-two year old discipline a sixty-five year old? You cannot underestimate that difficulty. But, staff learn on the job, and soon learn it's part of the job. Remember, these are small rural communities. So, one day a young staff person has to correct an older corpsmember. Then in church on Sunday, a family member walks up and says, 'What were you doing correcting my Grandmother?'

"No amount of training, in hypothetical situations, can predict everything that can happen in the real world. We help our staff to see this and understand it. So our training is constant and ongoing.

"In particular, you have to remember that you're dealing with individuals, not groups of people who act the same because of their age group. Certainly, some older folks want to snatch the lead away and get special dispensation because of their age. And, of course, some of the younger folks question the intergenerational design. It all depends on the individual personality. Overall, the younger folks thought it was 'cool' to have the older folks around. They had to overcome the idea of the older members acting like 'spies' for staff or authority figures, but they managed to do so early. They had to understand that the older corpsmembers are there to do the job, just like they are, not another authority monster we keep around to make their lives awful. One kid, for example, came to me and said, 'Ms. So-and-so keeps getting in my face about my personal life. Why would she do that?' And I said, 'Well, she cares about you. Can you learn from talking with her?' We do a lot of work to help each individual corpsmember see the personal reason, to look past the age differences.

"To prepare young and old to work together, I can't say we did anything unique. We made a ground rule that everybody is the same. We talked about age issues and youth issues. We put them together in teams and let them sort it out, while we guided the process. We emphasize training, team building, reflection. If you're a member of the Georgia Peach Corps, you keep a reflection journal.

"The pieces of the Peach Corps that are specifically intergenerational took about three months to sort out. Then, they really jelled. A real treat and an advantage, to me, is just seeing these two groups who assume they are opposed actually find out how much they have in common. They worry about many of the same things, like the future and money. They want the same things. They believe in the same things. That's a long way from their beginning stereotypes of 'old coot' and 'young upstart.' Many of our young black corpsmember never had an adult role model before. They were sort of born on their own and it's been hard for them. But, some of the older folks adopt a youngster and, for the first time, took a personal interest in that kid. It makes a difference, believe me.

"I can't deny that every group like the Peach Corps will have its share of 'problem kids.' There's this kid—sullen, withdrawn, angry. We all know a kid like that, who won't speak up except to say, 'It's all screwed up. It doesn't work.' And, to some older corpsmember, that kid is like a magnet. And the older person says, 'Come on, speak up. Share some of your ideas with the group.' I like to say, 'First come the glares, then come the shares.' And it happens conversely, too. I've noticed that teams of young people pay special attention to the older ones. They might see an older member, a quiet, good soul who never says anything. So at sharing time, a team of kids will say, 'Miss So-and-so, please tell us what you think.' And it works—the staff maybe can't get that older person to share, but the kids can.

"As far as motivation, I can't really say there's a marked difference between the young and old corpsmembers. I have noticed, it's easier for the young people to consider some of the Corps work as not very impressive. But the older people, they understand through experience how it takes many little pieces to make something happen. Older adults are often motivated by the bigger picture view of service. Young people want to be, but maybe they don't know how. So, older folks really help the youngsters to understand consequences and connections. For example, to see it's not punishment to go out there and build that tree screen. There is a key industry interested in this community, and we may just get that factory and those jobs if we go out there and do this piece of work.

"A real treat and an advantage, to me, is just seeing these two groups who assume they are opposed actually find out how much they have in common."
—Lynn Thornton

"The older adults have a calming effect. Again, once they're in a job, they're generally motivated to do the best job they can. Many older folks have been 'brainwashed' about work in a good way—you know, if I'm a street sweeper, then I want to be the best street sweeper there is. It's a tremendous influence on the young people. Maybe the kids didn't care about doing the job so well. So our older corpsmember show guidance in rough spots. They teach with their own examples. They volunteer for extra duty. They are constant in their attendance. They could easily go home after a long day, but they stay on to finish a job. And the kids, they see that. They start to understand what it means to do a job well, how important it really is. Our young members share what an impression that makes on them—how it changes their views of responsibility.

"And then there's the other side of it. Some of our older folks have told me how much they missed having something useful to do. They said they were sitting around forgotten and waiting to die. Now, as Peach Corps members, the same older folks say they're going to have to be dragged out kicking and screaming. They get energy from the kids. They see how much they can still offer.

"The Peach Corps is intergenerational because of conditions in the communities where we live and serve. We have rural communities with bad economies. We need all of our human resources. It's very clear that rural America has an inability to figure out what to do with two of our generations—the young and the old. At the same time, those groups are the bulk of our population in many small towns.

"We looked at communities, and it was the old and the young who needed opportunities. They were the ones without anything else to do. Us middle aged folks did everything. So, as we were talking to communities and putting together our plans, they told us, 'We need to get our young and old into productive work.'

"I don't believe any project is inappropriate for young people or old people together. I do recognize that you have to pay attention to those details I talked about before, about the physical health status of older folks. We have some older members who take it as a matter of pride, and they won't admit health problems. But we notice that the kids, they keep an eye on their older team mates. They watch out for them. They try to make sure the work isn't too hard, or that they're getting enough water to drink on a hot day outside.

"There are two specific types of projects that seem to draw both the young people and the old people. One is work in nursing homes. They just seem to enjoy it. They look forward to it. The other is programs with very young children, like reading programs or activities programs. All of our corpsmember get into it, and get a lot out of it. They report their own personal satisfaction back to the bigger group, to the point that it becomes legend. So then everyone wants to have that experience for themselves.

"When I think about the promise of national and community service, I admit that my view may be very cryptic. We have this world, and when people came, problems came. That means people can fix problems. If we all try to make a difference, we'll be able to resolve our problems.

"I believe that our society may be slowly dying, and will perhaps be dead in a very short time if national and community service doesn't work. We are so distant from the government and the community. We only believe in ourselves as individuals. We don't have a collective sense of need, we don't see ourselves sharing a common journey. To return to what we've been taught about democracy, we have to figure out how to run a democracy. That means, to me, we have to see the links between people and community and government. We have to connect the dots and we have to work very hard to make a difference. And, I believe that national and community service is the best map we have right now to find our way back and make our country and communities strong."

A letter from the young and old members of the Georgia Peach Corp's Green Crew, commending their older adult team mate as spokesperson:

To whom it may concern:

We, the Green Crew of the Georgia Peach Corps, nominate Mrs. Anna Surrowitz to be the *Granny Smith* spokesperson.

Miss Anna is a seventy-six year old grandmother of four and the great-grandmother of two. She works for the Georgia Peach Corps as a classroom assistant at J.A. Maxwell Elementary. She is always willing to try, no matter what the task. She is a very hard worker, who the children adore. She gives them knowledge of the future. She is dedicated to learning new educational skills to be able to survive in today's society.

To the Green Crew, she is the grandmother we all wish to have. She is caring, sensitive, energetic, and has a beautiful smile. We believe it is a gift from the heavens to be able to work with such a wise and knowledgeable person. She has such a good sense of humor, you cannot help but smile when you see her. She is very determined. We can count on seeing her everyday.

She inspires us in so many ways everyday. We feel we need to share her with the world.

Sincerely,
The Georgia Peach Corps
Green Crew—Education

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APPENDICES

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Appendix A – Annotated Bibliography 84
Appendix B – Selected Professionals and Specialists 98
Appendix C – Contact Information for Featured Programs 101
Appendix D – The National and Community Service Trust Act of 1993 Overview 102
Appendix E – National Senior Volunteer Corps 103
Appendix F – The Senior Community Service Employment Program 104
Appendix G – Multi-Cultural Organizations and Organizations Serving Persons with Disabilities 105
Appendix H – Building Intergenerational Understanding Exercise 106
Appendix I – Generations United Members 107
Product Evaluation Form 109

Annotated Bibliography

CATEGORIES:

▼ ***Intergenerational Issues***
▼ ***Service-Learning***
▼ ***Opportunities for Service in Higher Education***
▼ ***National and Community Service***
▼ ***Volunteer Liability and Legal Issues***
▼ ***Resource Development and Funding***
▼ ***Clearinghouses***
▼ ***Databases***

Specific contact information and prices are included for each source when known. For other sources, contact your local librarian, book store, or the publisher.

Intergenerational Issues

American Association of Retired Persons. (1992). Education Projects Idea Book: A Guide for Volunteers. Washington, DC: AARP. Contact: AARP, 601 E Street, NW, Washington, DC, 20049. 202-434-2277.

> This publication includes projects involving school-age children, adults, and older learners, and provides guidance for program development and maintenance.

American Association of Retired Persons. (1992). Becoming A School Partner: A Guidebook for Organizing Intergenerational Partnerships in Schools. Washington, DC: AARP. Contact: AARP, 601 E Street, NW, Washington, DC, 20049. 202-434-2277.

> This book offers a twelve-step method for planning an intergenerational school partnership program, including the needs of students, teachers, schools, the community, and older volunteers. A list of program development resources is included.

American Association of Retired Persons. (1993). Intergenerational Projects Idea Book. Washington, DC: AARP. Contact: AARP, 601 E Street, NW, Washington, DC 20049. 202-434-2277.

> This publication highlights 74 intergenerational projects from around the nation. Contact information for each is included.

Amundson, K. J. (1991). "Involving Older Volunteers in Public Schools." Education Digest, 56, 61-4.

> This article discusses factors contributing to the success of school-based intergenerational programs, including benefits and recruitment.

Angelis, J., Ph.D. (1992). Creating Intergenerational Coalitions: Bottom Up Top Down Strategies. Carbondale: Southern Illinois University. Contact: Jane Angelis, Director, Illinois Intergenerational Initiative, Office of the President for Development, Anthony Hall 104, Carbondale, IL, 62901. 618-549-1813 FAX: 618-453-7647. Cost: $10.00.

> This manual offers ideas and structure for development of intergenerational coalitions, whether in the classroom or as a statewide endeavor. Appendix includes specific forms, letters, agendas, programs, group activities, and retreats developed by the Illinois Intergenerational Initiative, an intergenerational coalition.

Angelis, J., Ph.D. (1990). Intergenerational Service Learning: Strategies for the Future. Carbondale: Southern Illinois University. Contact: Jane Angelis, Director, Illinois Intergenerational Initiative, Office of the President for Development, Anthony Hall 104, Carbondale, IL, 62901. 618-549-1813 FAX: 618-453-7647. Cost: $5.00.

> This book summarizes the seven "Circle of Helping" meetings facilitated by the Illinois Intergenerational Initiative. Topics include the ways that intergenerational programs address education and health and human services priorities and how to access the talents of old and young people to serve and learn together.

Bagby, B. and Snyder, J. (1992) "Youth and Seniors: The Dynamic Duo." Senior Series. University of Illinois Cooperative Extension Service. Contact: University of Illinois Cooperative Extension Service, 535 Bevier Hall, 905 South Goodwin Ave., Urbana, IL, 61801. 217-333-3917.

> This manual discusses planning and implementation of intergenerational programs, community needs, program goals, resources, volunteers, and funding. Program and project ideas are included. 217-333-3917 FAX: 217-244-2861.

Banerjee, N. (1988). Older and Wiser: An Intergenerational Drop-out Prevention Effort. New York: Interface. Contact: Kevin Brabazon, New York City Department of Aging, 2 Lafayette St., 15th Floor, New York, NY 10007. 212-442-1081 FAX:212-442-1135. Cost:$10.00.

> This report evaluates and documents the success of the Intergenerational Work/Study Program in New York City, an intergenerational program developed to link at-risk youth as resources to frail older adults.

Connecticut Department of Education and Department of Aging. (1992). Schools in an Aging Society: Elders As Resources. Hartford: ITT. Contact: Center for Understanding Aging, PO Box 246, Southington, CT, 06489. 203-621-2079.

> This guide develops a rationale for intergenerational programs addressing educational and social needs of younger and older persons and highlights school-based intergenerational model programs.

Connecticut Department of Education and Department of Aging. (1992). Schools in an Aging Society: Social Studies Classroom Activities for Secondary Schools. Hartford: ITT. Contact: Center for Understanding Aging, PO Box 246, Southington, CT, 06489. 203-621-2079.

> This guide consists of a lesson plan for secondary school social studies teachers to explore aging issues and personal development from political, economic, and cultural perspectives. Activities dispel ageist myths and stereotypes.

Connecticut Department of Education and Department of Aging. (1992). Schools in an Aging Society: Strengthening the School-Community Connection. Hartford: ITT. Contact: Center for Understanding Aging, PO Box 246, Southington, CT, 06489. 203-621-2079.

> This guide is designed for school administrators, volunteer coordinators, staff developers, and board of education members seeking creative uses of community resources and intergenerational cooperation within their communities.

Couch, L. (1992). Let Us Serve Them All Their Days: Young Volunteers Serving Homebound Elderly Persons—A Handbook of Program Ideas. Washington, DC: National Council on the Aging. Contact: NCOA, Department 5087, Washington, DC, 20061. 202-479-6957. Order #2051. Cost: $15.00.

> This guide offers technical assistance for intergenerational programs that utilize youth as resources to frail older adults. It includes project profiles, lessons learned, essential elements of successful programs, and planning steps. Contact information for intergenerational program experts is included.

Freedman, M. (1994). The Kindness of Strangers: Adult Mentors, Urban Youth, and the New Volunteerism. San Francisco: Jossey-Bass Publishers. ISBN:1-55542-557-7.

> Based on interviews with over 300 mentors, young people, scholars and youth workers, this book portrays the character of and critical questions surrounding the mentoring movement sweeping America today.

Freedman, M. (1988). Partners in Growth: Elder Mentors and At-Risk Youth. Philadelphia: Public/Private Ventures. Contact: Public/Private Ventures, 399 Market St., Philadelphia, PA, 19106-2178. 215-592-9099. Cost: $5.00.

> This report highlights five intergenerational programs that create mutually beneficial relationships for older adults and at-risk youth. Older people share their life experiences and coping skills with younger people in order that these younger people may attain resiliency and self-sufficiency vital for overcoming adverse circumstances.

Helfgott, K. P. (1992). Older Adults Caring for Children: Intergenerational Child Care. Washington, DC: Generations United. Contact: Generations United, c/o CWLA, 440 First Street, NW, Suite 310, Washington, DC, 20001. 202-638-2952. Cost: $15.00

> This book describes the development of intergenerational child care programs, and includes recommendations for planning, developing and implementing successful intergenerational child care programs, program summaries, an annotated bibliography, and technical experts.

Henkin, N. Z., Perez-Randal, C., & Rogers, A.M. (1993). Linking Lifetimes: A National Intergenerational Mentoring Initiative. Philadelphia: Center for Intergenerational Learning at Temple University. Contact: Temple University Center for Intergenerational Learning, University Services Bldg. (083-40), 1601 N. Broad St., Rm. 206, Philadelphia, PA, 19122. 215-204-6970 FAX: 215-204-6733. Cost: $75.00.

> This manual presents practical information for establishing intergenerational mentoring programs. Sample forms, recruitment tools, and training activities are included.

Kingson, E. R., Hirshorn, B. A. & Cornman, J. M. (1986). Ties That Bind: The Interdependence of Generations. Washington, DC: Seven Locks Press. ISBN: 0-932020-44-5.

> This book discusses the role of intergenerational issues in an aging society.

Kornhaber, A. & Woodward, K.L. (1981). Grandparents/Grandchildren: The Vital Connection. New York: Doubleday. ISBN: 0-385-15577-8.

> Authors present findings of three years of personal interviews with three hundred grandchildren and three hundred grandparents. Grandchildren relate, in their own words, the roles that their grandparents fill in their lives. Grandparents explain their feelings about themselves, their grandchildren, and their loss of function within today's nuclear family.

Kramer, G. & Bumgarner, S. (1985). Working Together: Training Low-Income Elderly for Work in Child Care. Palm Springs: Elder Press. Contact: Elvirita Lewis Foundation, P.O. Box 1539, La Quinta, CA, 92253. 619-564-1780. Cost: $6.00.

> This manual describes the Green Thumb/University of Oklahoma Child Care Training Program.

Maier, M. (1993). Cross Stitching Generations: A Celebration of Lifelong Learning. Life Span Forum, Inc. Contact: Mary Cheap, 900 South 4th St., Louisville, KY, 40203. 502-589-4941 FAX: 502-585-9837. Cost: $10.00.

This anthology contains intergenerational interviews, biographies, games, scripts and reflections.

McDuffie, W. G. & Whiteman, J.R. (1989). Intergenerational Activities Program Handbook (3rd ed.). Endicott, NY: Union Press Co., Inc. Contact: Intergenerational Activities Program of Broome County Child Development Council, Inc., P.O. Box 880, Binghamton, NY, 13902-0880. 607-723-8313. Cost: $32.50.

This handbook contains a collection of articles, activities and resources to guide the development of intergenerational programs for preschool children and older adults.

Melcher, J. (1991). Caring is the Key: Building a School-based Intergenerational Service Program. Harrisburg, PA: PennSERVE. Contact: PennSERVE, 1304 Labor & Industry Building, Harrisburg, PA, 17120. 717-787-1971.

This manual provides information to assist teachers, administrators, and students in the creation of programs which promote intergenerational connections through community service. The authors describe how to develop, maintain, and evaluate intergenerational service programs. It includes four short case studies of activities in several Pennsylvania schools.

Moody, H. R., Ph.D., and Disch, R., MA. (1989). "Intergenerational Programming in Public Policy." In S. Newman, Ph.D. and S. W. Brummel, MA (Eds.), Intergenerational Programs: Imperatives, Strategies, Impacts, Trends (pp. 101-110). New York: Haworth Press. Contact: Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150. ISBN: 0-86656-773-9.

This paper offers a rationale for intergenerational programming as a component of public policy and building citizenship. It offers four models as exemplars of intergenerational programs that fulfill a public purpose by contributing to vital social issues.

Newman, S., Ph.D., Vander Ven, K., Ph.D., & Ward,C., Ph.D. (1991). Guidelines for The Productive Employment of Older Adults in Child Care. Pittsburgh: Generations Together. Contact: Generations Together, University Center for Social and Urban Research, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150. FAX: 412-624-4810. Cost: $3.00.

These guidelines include effective strategies for hiring and utilizing older workers. Recommendations are divided into five categories: developmental issues; pre-employment activities; training and education; working conditions; career advancement.

Newman, S., Ph.D., Vander Ven, K., Ph.D., & Ward, C., Ph.D. (1992). Practitioner's Manual for The Productive Employment Of Older Adults in Child Care. Pittsburgh: Generations Together. Contact: Generations Together, University Center for Social and Urban Research, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150. FAX: 412-624-4810. $17.50.

This manual details strategies and resources to assist child care employers in implementing the Guidelines for The Productive Employment of Older Adults in Child Care, included in the appendices.

Newman, S., Ph.D. & Brummel, S.W., MA. (Eds.), (1989). Intergenerational Programs: Imperatives, Strategies, Impacts, Trends. New York: Haworth Press. Contact: Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150. Hardcover: $40. Softcover: $25. ISBN: 0-86656-773-9.

This book discusses intergenerational cooperation, the history of interaction between young and old in western culture, cross-cultural issues, the status of research, and intergenerational programming and public policy.

New York City Department for the Aging/New York City Public Schools. (1990). Between Friends: Creating Intergenerational Work/Study Programs For Youth At Risk And Older Adults: A Guide For Concerned Communities. Tower Press Communications: New York. Contact: Kevin Brabazon, President, New York State Intergenerational Network c/o NYC Department of Aging, 2 Lafayette St., 15th Floor, New York, NY, 10007. Cost: $10.00.

> The New York City Work/Study Program places at-risk high school students in supervised part time work at agencies serving older adults. An academic component builds on the students' experiences and tasks. This guide outlines the steps involved for planning and implementation of such a program and a realistic assessment of benefits to be reaped by participants.

Scannell, T. & Roberts, A. (1992). State and Local Intergenerational Coalitions and Networks: A Compendium of Profiles. Washington, DC: Generations United. Contact: Generations United, c/o CWLA, 440 First Street, NW, Suite 310, Washington, DC, 20001. 202-638-2952. Cost: $7.50.

> This publication describes fourteen state and local intergenerational coalitions and networks. It is a comprehensive summary of their activities, services and resources.

Schreter, C. (Ed.) (1989). Intergenerating America: The Final Report on the Administration on Aging Public/Private National Intergenerational Initiative. Palm Springs: Elder Press. Contact: Elvirita Lewis Foundation, P.O. Box 1539, La Quinta, CA, 92253. 619-564-1780. Cost: $10.00.

> This report summarizes nine intergenerational programs throughout the country that make contributions to the field of intergenerational programming and to the efficacy of public/private partnerships on the federal, state, and local levels.

Smith, T.B., Mack, C., and Tittnich, E. (1993). A Job Training Curriculum for Older Workers in Child Care. Pittsburgh: Generations Together. Contact: Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260. 412-648-7150 FAX: 412-624-4810. Cost: $75.00.

> This curriculum offers a comprehensive professional day care training plan for older workers that unites generations and inspires a solution to the day care dilemma in the United States.

Styles, M. B. and Morrow, K.V. (1992). Understanding How Youth and Elders Form Relationships: A Study of Four Linking Lifetimes Programs Philadelphia: Public/Private Ventures. Contact: Public/Private Ventures, 399 Market St., Philadelphia, PA, 19106. 215-592-9099. Cost: $5.00.

> This study outlines criteria of effective intergenerational relationships and offers recommendations for programmatically implementing criteria for successful intergenerational mentoring programs.

Sutton, C. (1992). Pass It On: Outreach to Minority Communities. Philadelphia, PA: Big Brothers/Big Sisters of America. Contact: National Resource Center, Big Brothers/Big Sisters of America, 230 N 13th St., Philadelphia, PA, 19107. 215-567-7000 FAX: 215-567-0394. Cost: $35.00 (prepaid).

> This publication identifies effective recruitment methods for racially and ethnically diverse volunteers. It presents minority populations in their historical, geographical, and cultural contexts.

Tice, C.H. (1994). Developing a Curriculum of Caring: A Guide to Intergenerational Programs in Schools. Ann Arbor, MI: Lifespan Resources, Inc. Contact: Lifespan Resources, Inc., 1212 Roosevelt, Ann Arbor, MI, 48104. 313-994-4715.

> Designed for teachers, administrators, and community volunteers this program guide describes how to develop school-based intergenerational programs.

Tice, C.H. (1986). A View of T-LC. Ypsilanti, MI: Eastern Michigan University. Contact: Lifespan Resources, Inc., 1212 Roosevelt, Ann Arbor, MI, 48104. 313-994-4715.

This publication contains three resources to assist in replication of the school-based intergenerational Teaching-Learning Communities program model: a volunteer handbook, a coordinator handbook and a guide for classroom aides.

Tice, C. H. (1985). "Perspectives on Intergenerational Initiatives: Past, Present, and Future." Children Today, 14, 6-10.

Intergenerational programs restore contact between young and old while meeting needs of both groups. The most successful programs reflect multicultural diversity and help to alter negative attitudes about specific age groups. This source provides a nationwide listing of intergenerational programs and resources.

Ventura-Merkel, C. (1990). Strategies for Change: Building State and Local Coalitions on Intergenerational Issues and Programs. Washington, DC: Generations United. Contact: Generations United, c/o CWLA, 440 First Street, NW, Suite 310, Washington, DC, 20001. 202-638-2952. Cost: $7.50.

This guide contains information about developing state or local coalitions that promote intergenerational understanding, awareness and community cooperation.

Ventura-Merkel, Catherine & Freedman, Marc, (1988). "Helping At-Risk Youth Through Intergenerational Programming." Children Today, 17, 10-13.

This article highlights intergenerational programs, including federally funded efforts and community sponsored projects, in which older people work with teenage mothers, juvenile offenders, disadvantaged youth, or high school drop-outs.

Wilson, J. (1992). Intergenerational Readings: 1980-1993. Pittsburgh, PA: Generations Together. Contact: Janet Wilson, Generations Together, University of Pittsburgh, 121 University Place, Suite 300, Pittsburgh, PA, 15260, 412-648-7150. Cost: $15.00.

This compilation of bibliographic references in the field of intergenerational programming includes books, journal articles, manuals, papers, curricula, bibliographies, directories, newsletters, data bases, and videos.

Service-Learning

Alliance for Service-Learning in Education Reform. (1993). Standards of Quality for School-Based Service-Learning. Los Angeles, CA: Constitutional Rights Foundation. Contact: Ingrid Sausjord, Director of Community Service and Service Learning Programs, Constitutional Rights Foundation, 601 South Kingsley, Los Angeles, CA, 90005. 213-487-5590. No cost.

This handbook describes a variety of service-learning approaches and highlights best practices.

Anderson, V. (1991). "Community Service-Learning and School Improvement in Springfield, Massachusetts." Phi Delta Kappan, 72(10), 761-64.

Educators in Springfield note connections between current school reform agenda and their own community service-learning initiatives. Staff regard service-learning as a way to increase student education, enrich curriculum, and foster civic responsibility.

Conrad, D. & Hedin, D. (1991). "School-Based Community Service: What We Know from Research and Theory." Phi Delta Kappan, 72(10), 743-49.

This article reviews the role of community service education as a way to stimulate learning and social development, reform society and preserve democracy, and integrate of youth into the larger society.

COOL. (1992). Education in Action: A Guide to Integrate Classrooms and Communities. Minneapolis, MN: COOL Press. Contact: COOL, 264 N. Hall, 2005 Buford Avenue, University of Minnesota, St. Paul, MN, 55108. 612-624-3018. Cost: $20.00.

This guide introduces service-learning through campus profiles, articles by students and faculty, reading lists and a listing of syllabi from existing courses.

Duckenfield, M. & Swanson, L. (1992). Service-Learning: Meeting the Needs of Youth At-Risk. A Dropout Prevention Research Report. Clemson, SC: National Dropout Prevention Center. Contact: National Dropout Prevention Center, Clemson University, 205 Martin St., Clemson, SC, 29634-5111. 803-656-2599. Cost: $8.00.

This book promotes service-learning as an effective strategy for meeting developmental needs of all students. It presents components and benefits of successful service-learning experiences.

Elder, J. K. (1987). "The Role of Intergenerational Programs in the "Youth 2000" Campaign." Aging, 356, 17-19.

"Youth 2000," a national campaign designed by the Department of Health and Human Services and the Department of Labor, motivates all American youth to achieve. This campaign enlists all sectors of society in its effort, including intergenerational supporters and participants.

Hall, M. (1992). "In Our Own Words: Service-Learning in Native Communities." Journal of Experiential Education, 15(3), 38-40.

This article explains the Cherokee concept of "gadugi," a cultural tradition of interdependence and service. The Native Indian Youth Leadership Project (NYLP) incorporates this concept into its service component. Included are examples of three service levels in NYLP: traditional community-generated service, program-generated service, and student-generated service.

Hall, M. (1991). "Gadugi: A Model of Service-Learning for Native American Communities." Phi Delta Kappan, 72(10), 754-57.

The National Indian Youth Leadership Program develops community service programs that incorporate Native American values such as family commitment, service to others, spiritual awareness, challenge, meaningful roles, recognition, responsibility, natural consequences, respect, and dialogue. This article explains the significance of these values and their impact on service-iearning programs within the Native American community.

Jones, B.L. and Gentry, A.A. (Eds.). Equity & Excellence in Education: The University of Massachusetts School of Education Journal, 26(2).

This issue is devoted to community service-learning (CSL) as a promising way to dismantle socioeconomic, racial, ethnic, and geographic boundaries that divide American neighborhoods. Topics include the role of CSL in connecting students to their communities, the educational benefits of applied learning, and specific elements of CSL which induce equity and school improvement.

Luce, J. (Ed.). (1990). Combining Service and Learning. A Resource Book for Community and Public Service. Volume III, Service-learning: An Annotated Bibliography. Raleigh, NC: National Society for Internships and Experiential Education. Contact: National Society for Internships and Experiential Education, 3509 Haworth Dr., Suite 207, Raleigh, NC, 27609. 919-787-3263. Cost: $15.00.

> This annotated bibliography includes 245 service-learning resources published from 1970 through 1987. Subjects include service-learning definitions and history, rationale, experiential education, higher education for social responsibility, volunteerism, national service, research, and program components.

Shumer, R. & Berkas, T. (1992). Self Directed Study for Service-Learning. A Guidebook for Developing Evaluation Strategies for Service Learning Programs. St. Paul, MN: University of Minnesota. Contact: National Service-Learning Clearinghouse. 1-800-808-7378. Cost: $6.75.

> This guidebook describes how to improve service-learning through better evaluation.

Silcox, H.D. (1993). A How To Guide to Reflection: Adding Cognitive Learning to Community Service Programs. Philadelphia: Brighton Press, Inc. Contact: The Pennsylvania Institute for Environmental and Community Service, The Philadelphia College of Textiles and Science, Henry Avenue & School House Lane, Philadelphia, PA, 19144. 215-951-0343. FAX: 215-951-0345. For direct orders and pricing information, contact: Brighton Press, Inc. 64 Lempa Road, Holland, PA, 18966.

> This book explores the new service-learning movement where service to the community augments academic instruction and, in turn, promotes more meaningful forms of learning. Includes rationale for service-learning, optimum learning environments, standards of quality for school-based programs, practical suggestions, and sample projects.

National and Community Service

Berkowitz, L. & Benderly, B. L. (1989). Building Bridges to Citizenship: How to Create Successful Intergenerational Citizenship Programs. Arlington, VA: Close Up Foundation. Contact: Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA, 22202.

> This book outlines intergenerational programs in the context of citizen action, including benefits, characteristics of successful programs, and program suggestions.

Brudney, J. (1990). Fostering Volunteer Programs in the Public Sector. New York: Jossey-Bass. 1-55542-242-X.

> This manual focuses on the management of volunteer programs sponsored by government agencies, such as schools or courts. It illustrates how private citizens and public agencies can work together to deliver a wide range of services.

Coles, R. (1993). The Call of Service: A Witness to Idealism. New York: Houghton Mifflin Company. ISBN: 0-395-63647-7.

> This book connects individual civic responsibility with idealistic action and identifies community service as a natural expression of citizenship. The author relates personal experience and encounters with volunteers who have met crucial needs in their communities.

Commission on National and Community Service. (1993). What You Can Do For Your Country: Report of the Commission on National and Community Service. Washington, DC: Government Printing Office. Contact: The Corporation for National and Community Service, 1100 Vermont Avenue, NW, Eleventh Floor, Washington, DC, 20525. 202-606-5000.

The National and Community Service Act of 1990 created the Commission to implement, oversee, and evaluate the structure of the national and community service initiative. This 1992 annual report describes national and community service, service opportunities in youth corps, elementary and secondary schools, higher education and innovative demonstration projects. It discusses future directions for a national service movement.

The Corporation for National and Community Service. (1994). AmeriCorps: Learn and Serve America. Washington, DC: Government Printing Office. Contact: The Corporation for National and Community Service, 1100 Vermont Avenue, NW, Eleventh Floor, Washington, DC, 20525. 202-606-5000.

This resource guide includes a first draft of the handbook, *Principles for High Quality National Service Programs*, which outlines national priorities for service programs, core elements of successful national service programs, definitions of terms, requirements for the AmeriCorps program, and examples of model programs. The guide also includes policies and procedures for grant programs and support and investment activities and pertinent contact information.

Danzig, R. and Szanton, P. (1986). National Service: What Would It Mean? New York, NY: Lexington Books. ISBN: 0-669-12374-9.

The authors present a comprehensive historical and social view of national service, including mandatory service, the benefits of national and community service, and the role of national service in public policy, community, and personal spheres of influence.

Etzioni, A. (1993). The Spirit of Community. New York, NY: Crown Publishers, Inc. ISBN: 0-517-59277-0.

This book describes the value-based platform of the Communitarian movement. It outlines how Americans can work together to rekindle a unified national conscience, including specific references to community service. The author highlights the need to balance individual rights and civic responsibilities on both a communal and national level.

Fischer, L. R. & Schaffer, K. B. (1993). Older Volunteers: A Guide to Research and Practice. New York: Sage Publications. 0-8039-5008-X.

This book describes volunteer management including recruitment techniques and retention rates for older volunteers. It identifies and analyzes a wide array of previous research studies about older citizens and volunteering.

Goldsmith, S. (1993). A City Year: On the Streets and in the Neighborhoods with Twelve Young Community Service Volunteers. New York: The New Press. Cost: $22.95 U.S.A., $29.99 Canada.

This book relates the author's personal experiences as a participant in City Year, a Boston-based community service program.

Hammack, B. (1993). Self-Esteem Through Service: An Intergenerational Service-Learning Experience for At-Risk Students and Isolated Senior Adults. Kensington, MD: Interages. Contact: Interages, 9411 Connecticut Ave., Kensington, MD, 20895. 301-949-3551. Cost: $18.50.

The Self-Esteem Through Service (SETS) program meets the shared needs of at-risk youth and frail older adults to feel useful and productive by engaging them in community service projects. This replication guide outlines steps necessary to replicate the project including staffing, selection of participants, community service and other intergenerational activities, funding and evaluation.

Kaplan, M. (1990). "Designing Community Participation Special Events that Cross Generational Boundaries." In R. Selby, K. Anthony, J. Choi & B. Orland (Eds.), Proceedings of the 21st Annual Conference of the Environmental Design Research Association (pp. 120-8). Champaign, IL: Environmental Design Research Association. Contact: Matt Kaplan, Ph.D., Hawaii Pacific University, 1188 Fort Street Mall, Room 440, Honolulu, HI, 96813.

This paper describes the evolution and application of special events designed specifically to engage intergenerational participants in community based activities. It offers a rationale for intergenerational activities centered around urban planning.

Kendall, J. C. (Ed.). (1990). Combining Service and Learning. A Resource Book for Community and Public Service. Volume I. Raleigh, NC: National Society for Internships and Experiential Education. Contact: National Society for Internships and Experiential Education, 3509 Haworth Dr., Suite 207, Raleigh, NC, 27609. 919-787-3263. Cost: $54.00.

This first of three volumes discusses service-learning policies, issues, and programs in colleges and universities, secondary and elementary schools, community-based organizations, public agencies, and youth agencies.

Kendall, J. C. (Ed.). (1990). Combining Service and Learning. A Resource Book for Community and Public Service. Volume II. Raleigh, NC: National Society for Internships and Experiential Education. Contact: National Society for Internships and Experiential Education, 3509 Haworth Dr., Suite 207, Raleigh, NC, 27609. 919-787-3263. Cost: $54.

This second of three volumes offers project ideas for service-learners of all ages, tips on establishing school-agency relationships, information on legal issues, practical advice for recruitment, and profiles of specific program models.

Landrum, R. (1992). National Service: Roots and Flowers. Washington: Youth Service America. Contact: Youth Service America, 1101 15th St., NW, Suite 200, Washington, DC, 20005. 202-296-2992. Cost: $2.00

This monograph discusses the national service movement in America in an historical context and integrates the "streams of service." It describes the evolution of the service field and how the leaders of youth service unify the different service streams to set a future agenda.

Moskos, C.C. (1988). A Call to Civic Service. New York: The Twentieth Century Fund. Contact: The Free Press, A Division of Macmillan, Inc., 866 Third Avenue, New York, NY, 10022. ISBN: 0-02-921991-4.

This book addresses national and community service as a compelling solution to some of society's most pressing needs and concerns. It explores prominent public service and community service debates, and places national and community service in the context of participatory citizenship and non-partisan politics, with a focus on the role of young Americans as vital human resources.

National Association of Service and Conservation Corps (NASCC). (1993). Youth Corps Profiles 1993. Washington, DC: NASCC. Contact: Leslie Wilcoff, NASCC, 666 11th Street, NW, Suite 500, Washington, DC, 20001. (202) 737-6272. Cost: NASCC members $25.00; Non-members: $50.00.

This publication contains the latest information on Youth Corps from around the nation, including demographics, funding and support, geographic distribution, and project priorities.

Rolzinski, C. A. (1990). The Adventure of Adolescence: Middle School Students and Community Service. Washington, DC: Youth Service America. Contact: Youth Service America, 1101 15th St., NW, Suite 200, Washington, DC, 20005. 202-296-2992. Cost: $5.00

This book presents case studies of and lessons learned by seven middle school community service programs. Profiles include a model in which at-risk Latino middle-school students tutor disadvantaged Latino elementary school students and another that utilizes nursing homes as service sites.

Sagawa, S. & Halperin, S. (Eds.). (1993). Visions of Service: The Future of the National and Community Service Act. Washington, DC: National Women's Law Center and American Youth Policy Forum. Contact: American Youth Policy Forum, 1001 Connecticut Avenue, NW, Suite 301, Washington, DC, 20036-5541.

This publication contains thirty-six essays on the numerous dimensions of the National and Community Service Act of 1990 and the community service movement.

Youth Service America's Working Group on Youth Service Policy. (1993). What You Must ?! Do For Your Country: The Mandatory Service Debate. Washington, DC: Youth Service America. Contact: Youth Service America, 1101 15th St., NW, Suite 200, Washington, DC, 20005. 202-296-2992. Cost: $4.00

This collection of sixteen essays examines the issue of mandatory service from numerous perspectives, including education and public policy.

Youth Service America. (1994). National Youth Service: Answer the Call!. Washington, DC: Youth Service America. Contact: Youth Service America, 1101 15th St., NW, Suite 200, Washington, DC, 20005. 202-296-2992.

This youth service program guide includes program profiles, funding sources, technical assistance and training resources, federal programs providing funding and programming opportunities in national service, awards programs, service bibliography, topical papers, and state by state compendium of resources.

Volunteer Liability and Legal Issues

Chapman, M.L. & Steinbock, E.L. (1994). Am I Covered For...? Nonprofit Risk Management Center:Washington, DC. Contact: Nonprofit Risk Management Center, 1001 Connecticut Ave., NW, Suite 900, Washington, DC, 20036. 202-785-3891. Cost:$15.00.

This is the most complete and up-to-date handbook on insurance purchasing for nonprofits.

Nonprofit Risk Management Center. (1993). State Liability Laws for Charitable Organizations and Volunteers. Nonprofit Risk Management Center: Washington, DC. Contact: Nonprofit Risk Management Center, 1001 Connecticut Ave., NW, Suite 900, Washington, DC, 20036. 202-785-3891. Cost: $12.50.

This guidebook is a state-by-state compilation of volunteer protection laws and limitations on the liability of charitable organizations.

Seidman, A. & Tremper, C. (1994). Legal Issues for Service-Learning Programs: A Community Service Brief. Nonprofit Risk Management Center: Washington, DC. Contact: Nonprofit Risk Management Center, 1001 Connecticut Ave., NW, Suite 900, Washington, DC, 20036. 202-785-3891. No cost.

This booklet provides guidance on liability, insurance and risk management in service-learning programs with volunteer participants.

Tremper, C. & Kostin, G. (1993). No Surprises: Controlling Risks in Volunteer Programs. Nonprofit Risk Management Center: Washington, DC. Contact: Nonprofit Risk Management Center, 1001 Connecticut Ave., NW, Suite 900, Washington, DC 20036. 202-785-3891. Cost: $9.95.

This practical handbook offers strategies for protecting the organization, its staff, and the community it serves from injuries, lawsuits, and other unpleasant surprises.

Tufts, S., Tremper, C., Seidman, A. & Kahn, J. (1994). Legal Barriers to Volunteer Service: A Community Service Brief from the Nonprofit Risk Management Center. Nonprofit Risk Management Center: Washington, DC. Contact: Nonprofit Risk Management Center, 1001 Connecticut Ave., NW, Suite 900, Washington, DC, 20036. 202-785-3891. No cost.

This booklet explains state and federal regulations that impact the use of volunteer services.

Opportunities for Community Service in Higher Education

Campus Outreach Opportunity League (COOL). (1986). Building a Movement: A Resource Book For Students in Community Service. Minneapolis, MN: COOL Press. Contact: COOL, 264 North Hall, 2005 Burford Avenue, University of Minnesota, St. Paul, MN, 55108. 612-624-3018. Cost: $14.00.

> This manual offers comprehensive, practical advice on development and maintenance of a campus-based community service organization. It includes ideas on fundraising, program development, recruitment techniques and promotion plans.

Campus Outreach Opportunity League (COOL). (1988). On Your Mark, GO! Get Set:. Minneapolis, MN: COOL Press. Contact: COOL, 264 North Hall, 2005 Burford Avenue, University of Minnesota, St. Paul, MN, 55108. 612-624-3018. Cost: $7.00.

> This guide provides a pragmatic active approach on how to start or rejuvenate a complete campus community service organization.

Sheranian, M. (March 1987). Senior/Student Shared Housing: Model Project. Paper presented at the Annual Meeting of the American Society on Aging in Salt Lake City, Utah. Contact: The American Society on Aging, 833 Market Street, Suite 516, San Francisco, CA, 94103. 415-882-2910.

> The University of Utah's Intermountain West Long Term Care Gerontology Center developed the Senior/Student Shared Housing Program, in which students provide maintenance and chore services for older homeowners in exchange for room and board. This paper describes the project, intergenerational relationships, and useful forms and questionnaires. It lists benefits and challenges for both seniors and students.

Youth Voice Project. (1993). Youth Guides. Contact: John Beilenson, Director, 11 Ellen Place, Chapel Hill, NC, 27514. FAX: 919-933-5867. No cost.

> Created by college-age individuals, these five guides unfold into posters with pictures, text, and key points on youth voice in service program development. Titles include: Counting us in: Building Student-Adult Partnerships for Service on Campus; The Difference One Can Make: Youth Voice in Community-based Individual Placement programs; A Corps Value: Importance of Youth Voice in Youth Corps; Unleashing Innovation: Youth-Adult participation in K-12 Service Learning Programs; Making Decisions with Young People for Young People.

Resource Development and Funding

The Foundation Center (1991). The Foundation Directory 13th Edition. Washington, DC: The Foundation Center. Contact: The Foundation Center, 1001 Connecticut Ave., NW, Washington, DC, 20036. 202-331-1400. ISBN: 0-87954-345-0.

> This comprehensive directory identifies philanthropic foundations in multiple dimensions including special interests, largest total giving, new foundations, and information vital in the identification of promising grantmakers.

Government Information Services. (1993). Guide to Federal Funding for Volunteer Programs and Community Service. Washington, DC: Government Printing Office. Contact: Government Information Services, 4301 North Fairfax Dr., Suite 875, Arlington, VA, 22203. 703-528-1000. Cost: $85.00 + $8.50 postage and handling.

> This guide describes the federal government's volunteer and community service initiatives and diverse funding opportunities available for many different types of agencies and settings. It includes information on the application process for federal grants, descriptions of government programs and eligibility, and examples of previous federally funded projects.

The Taft Group (1993). Corporate Giving Directory. Detroit, MI: The Taft Group. Contact: The Taft Group, 835 Penobscot Building, Detroit, MI, 48226-4094. 1-800-877-TAFT.

> This resource provides up-to-date contact names, deadlines, total assets, average grant size, and names of recent grant recipients. It includes: in-depth details on the most important corporate givers, listings of recent grants, and details on hard-to-find direct-giving programs. Available on diskette and magnetic tape.

The Taft Group (1993). Corporate and Foundation Grants. Detroit, MI: The Taft Group. Contact: The Taft Group, 835 Penobscot Building, Detroit, MI, 48226-4094. 1-800-877-TAFT.

> This comprehensive guide includes more than 95,000 recently awarded grants from private foundations, corporate foundations, and corporate direct-giving programs. Available on diskette and magnetic tape.

The Taft Group. Taft Catalog. 835 Penobscot Building, Detroit, MI 48226-4094. 1-800-877-TAFT.

> The Taft Group provides nonprofit agencies and organizations with information on foundations, corporate benefactors, and wealthy individuals. Catalogue offers detailed descriptions, prices and orders forms for Taft directories, Taft newsletters and Fund Raising Institute professional books.

Clearinghouses

The National Center for Service-Learning and School Change. Contact: Louise Giugliano, Director, Cabrini College, 610 King of Prussia Road, Radnor, PA, 19087. 610-971-8288 extension 86. FAX: 610-971-8287.

> The Center is a professional network of educators providing consulting services and professional development in planning, implementing, and evaluating service-learning and school change initiatives.

National Center for Service-Learning in Early Adolescence. Center for Advanced Study in Education- Graduate School and University Center of the City University of New York. 25 West 43rd St., Suite 612, New York, NY 10036-8099. 212-642-2946.

> The Center assists schools and agencies in meeting the developmental needs of young adolescents through program development, research, advocacy, and information sharing.

National Service-Learning Clearinghouse. R-290 VoTech Ed Bldg. 1954 Buford Ave. St. Paul, MN 55108-6197. Toll-free number: 1-800-808-SERVE

> The National Service-Learning Clearinghouse provides a national database of K–12 service-learning programs, including organizational contacts, model programs, related databases, conferences and training opportunities, materials library, technical assistance resources, and related topics.

National Society of Fundraising Executives (NSFRE). 1101 King St., Suite 700, Alexandria, VA, 22314-2967. 703-684-0410 or 1-800-666-FUND. FAX 703-684-0540.

The only individual member organization dedicated exclusively to the advancement of fund-raising management for all fields of philanthropic service, the development of individual member proficiency, and achievement of social and human service objectives. Publishes journal and newsletter. Maintains library and information resource center at headquarters in Alexandria, VA. (1-800-688-FIND or FAX 1-703-684-0540).

The Youth Voice Project. Contact: John Bielenson, Department of Communication Studies, Bingham Hall, University of North Carolina, Chapel Hill, NC, 27599. 919-933-8743.

The Youth Voice Project catalogs and disseminates information that assists schools and community groups linking up with the youth service network, including consultants and professionals, youth identification and recruitment, and technical assistance for program development.

Databases

American Association of Retired Persons (AARP). AgeLine. 601 E St., NW, Washington, DC 20049. 202-434-2277.

AgeLine provides bibliographic access and abstracts for journals and books in aging, with a major focus on health care. It also features employment, housing, intergenerational issues, Social Security, Alzheimer's disease, and other topics. AgeLine is available through Dialog and BRS, and as a SilverPlatter CD-ROM.

Campus Outreach Opportunity League (COOL). Contact, Lupe Aleman, Office and Marketing Manager. 411 Washington Ave., N, Suite 110, Minneapolis, MN 55401. 612-333-COOL FAX: 612-333-0854.

COOL provides contact information linking community-based organizations and campus-based community service programs.

Generations United. c/o CWLA, 440 First St., NW, Suite 310, Washington, DC 20001-2085. 202-638-2952.

This database on intergenerational programs provides ideas, technical assistance, and contact information.

National Association of Service and Conservation Corps (NASCC). Contact, Michael Butler. 666 11th St., NW, Suite 500, Washington, DC, 20001. 202-737-6272.

This database includes information about NASCC members and activities.

National Service-Learning Clearinghouse Database. Toll-free number: 1-800-808-SERVE.

Database includes descriptions of programs, organizations, events, publications, multimedia materials, and peer/professional contacts.

ServLink. Points of Light Foundation. Contact, Renee Sbaschnig. 202-223-9186.

Database of community service programs, organizations and resource persons around the country.

Student Coalition for Literacy Education (SCALE). UNC at Chapel Hill, School of Education, Campus Box 3500, Chapel Hill, NC 27599. 919-962-1543.

A database of campus-based literacy programs, general literacy programs, community-based organizations, and other related contacts throughout the nation.

Youth Service America. 1101 15th St., NW, Suite 200, Washington, DC, 20005. 202-296-2992.

Database includes national, regional, and local organizations that support, encourage and/or administer national youth service programs.

Selected Professionals and Specialists

Although not an exhaustive list of intergenerational/community service program specialists, these professionals possess extensive experience in the development of intergenerational programs and/or community service programs. To discuss their services or to solicit their support, please contact them directly as listed below.

National Organizations Specializing in Intergenerational Program Development, Technical Assistance & Training

The Center for Intergenerational Learning
Temple University
1601 North Broad Street, Room 206
Philadelphia, PA 19122
(215) 204-6970
Nancy Z. Henkin, Ph.D., Director

Since 1980, the Center for Intergenerational Learning at Temple University has served as a national resource for intergenerational programming. The Center has developed a wide range of model cross-age programs in such areas as child care, cultural exchange, literacy, mentoring, substance abuse prevention, arts, community service, and home care for disabled youth and elders. The Center also provides technical assistance and training, disseminates intergenerational materials, raises public awareness about lifespan issues, and fosters linkages among organizations who serve clients of all ages.

Generations Together, Inc.
An Intergenerational Studies Program
University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
(412) 648-7150 FAX (412) 624-4810
Sally Newman, Ph.D., Director

Generations Together was established in 1979 to develop, facilitate, and conduct research on intergenerational programs on local, regional and national levels. The Generations Together-generated intergenerational models include older adult volunteers in K–12 and university programs serving mainstream, special needs, and at-risk children and youth; children and youth serving frail, homebound elders; intergenerational arts programs; intergenerational child care involving older adults as care givers; and service-learning/community service programs involving school, university, and community partnerships. Generations Together offers training, technical assistance, evaluation, research opportunities, develops manuals and curricula and houses an extensive resource center and library of intergenerational materials.

Lifespan Resources, Inc.
1212 Roosevelt
Ann Arbor, MI 48104
(313) 994-4715
Carol Tice, President

Founded in 1979, Lifespan Resources, Inc. is committed to stimulating and promoting intergenerational initiatives in service and learning. Lifespan initiatives take the form of programs, advocacy work, policy proposals, awareness activities, program consultation and materials distribution. Of particular interest is intergenerational school-based mentoring. Lifespan develops programs that utilize retired volunteers to serve as tutors/mentors/enrichment counselors to youths in danger of school failure. Lifespan offers training and technical assistance upon request. Guidebooks and other intergenerational materials are available.

The National Council on the Aging
409 Third Street, NW, Suite 200
Washington, D.C. 20024
(202) 479-1200
Miriam Charnow, Director
Family Friends Resource Center

NCOA, established in 1950, is a non-profit organization working to help meet the needs of all older persons and to tap the vast resources they can offer the nation. NCOA provides research, training, technical assistance and publications on all aspects of aging and was one of the first aging organizations to embark on intergenerational programs. In 1986 with funding from the Robert Wood Johnson Foundation, NCOA established the Family Friends program which brings older volunteers into the homes of children who are medically fragile, or who are in need of special services. NCOA houses the Family Friends Resource Center which provides training and technical assistance on establishing Family Friends projects.

Additional Contacts

Angelis, Jane
Illinois Intergenerational Initiative
Office of the President
Anthony Hall 104
Southern Illinois University
Carbondale, IL 62901
(618) 459-1813

Ms. Angelis has been active in the field of aging and intergenerational programs since 1981. She has taught courses at the college level and has been a guest lecturer. She is Director of the Illinois Intergenerational Initiative, a project promoting intergenerational involvement in schools and service systems by building community and statewide coalitions. She is an active member of several professional gerontological organizations and has served on a variety of committees and task forces at universities where she has taught. She has presented papers on intergenerational topics at national, state, and local professional meetings and has conducted workshops on the needs of older adults.

Briscoe, John
R.D. #2 Box 304
Newport, PA 17074
(717) 567-7111

Mr. Briscoe, former Executive Director of PennSERVE, The Governor's Office Of Citizen Service in Pennsylvania, has been involved in national and community service for more than thirty years. His leadership helped to bring Pennsylvania to the forefront as a "model" state for community service, including school-based, youth corps, and intergenerational programs. Mr. Briscoe continues to guide the development of policy and programs that yield high quality service experiences for participants of all ages and that strengthen the voice of national service in the eyes of the Congress, state and local governments, professional networks, and the general public. Mr. Brisoe possesses extensive knowledge and experience in resource development, community coalition/partnership building, and public social policy.

Friedman, Barbara
Intergenerational Educator and Consultant
84 Briar Lane
Westwood, MA 02090
(617) 769-5669

Ms. Friedman is a teacher and an education administrator by profession. Since 1984, she has been actively involved in the development of school-based intergenerational programs. Working with the Massachusetts Department of Education and numerous community groups, she has developed intergenerational initiatives to strengthen K-12 community service-learning, conducted training seminars to facilitate partnership building between public schools and community agencies, as well as intergenerational coalition building. Ms. Friedman is the current President of the Massachusetts Intergenerational Network.

Heyman, Austin
Interages, Inc.
9411 Connecticut Avenue
Kensington, MD 20895
(301) 949-3551

Mr. Heyman has been the Director of Interages and the Montgomery County Intergenerational Resource Center since 1986. The Center encourages the development of intergenerational programs by conducting workshops, publishing a newsletter and other resources, offering technical assistance, and implementing model projects. Intergenerational program models include intergenerational child care, mentoring, school-based projects, service-learning, and intergenerational discussion groups.

Slobig, Frank
Youth Service America
1101 15th Street, NW, Suite 200
Washington, D.C. 20005
(202) 296-2992

As Director of Training and Technical Assistance at Youth Service America (YSA), Mr. Slobig has extensive experience in the development of quality service programs that provide children and youth with opportunities for community service, community improvement and civic participation. At the national level and through its 136 affiliate groups, YSA works to promote and develop high caliber youth service initiatives. YSA provides technical assistance in program development, advocacy and direct service programs, enabling young people and other participants to provide services to benefit their communities, develop leadership skills, and foster a sense of understanding and appreciation for diversity among citizens of all ages and backgrounds. Mr. Slobig can assist groups in linking up with youth service agencies and contacts, as well with recruitment and training of youth participants in intergenerational programs. Numerous publications and resources are available through YSA.

Thorton, Lynn
Georgia Commission for National and Community Service
Georgia Department of Community Affairs
1200 Equitable Building
100 Peachtree St.
Atlanta, GA 30303
404-656-3836

Ms. Thornton is the Executive Director of the Georgia Commission for National and Community Service. She holds more than ten years of experience in community planning and development, and service. The former Director of the Georgia Peach Corps, an intergenerational national and community service corps, Ms. Thorton is skilled in program development, community service and partnership building, and citizen action. She has been instrumental in establishing a state and regional database that allows community planners to share information and increase networking opportunities.

Ziemba, Judes
Cross-Generations
83 Industrial Lane
P.O. Box 570
Agawam, MA 01001-0570
(413) 789-4511

Ms. Ziemba has been active in a wide variety of intergenerational programming since 1980. She has created, developed, and facilitated intergenerational programs in after school settings and cooperative learning extensions. Many of her most recent programs bring older adults and young persons together in service to their communities as they learn about one another.

Contact Information for the Intergenerational Community Service Programs Featured

Adopt-A-Park (pg. 29)
Olean Senior Center
112 North Barry Street
Olean, New York 14760
716-375-5670
Contact: Gail A. Gore, Executive Director

Birdwatch (pg. 44)
Kammerer Middle School
7315 Wesboro Road
Louisville, Kentucky 40222
502-473-8279
Contact: Susan Steinbruner

Bridging the Gap (pg. 45)
Miami-Dade County Intergenerational Program
1450 NE 2nd Avenue, Room 217
Miami, Florida 33132
305-995-1215
Contact: Ramona Frischman, Coordinator

Delta Service Corps (pg. 54)
Arkansas Department of Human Services
1300 Donaghey Plaza South
Little Rock, Arkansas 72203-1437
501-682-7540
Contact: Suzanne Pugh, Administrative Director

Friends Learning in Pairs (pg. 22)
Senior Citizens, Inc.
1801 BroadwayPO Box 791
Nashville, Tennessee 37203
615-327-4551
Contact: Anne Helgeland, RSVP Director

Georgia Peach Corps (pg. 75)
Georgia Department of Community Affairs
1200 Equitable Building
100 Peachtree Street
Atlanta, Georgia 30303
404-656-3836
Contact: Lynn Thorton, Director

Hawaii Pacific University (pg. 44)
1188 Fort Street Mall, Room 328
Honolulu, Hawaii 96813
808-544-1177
Contact: Matt Kaplan, Ph.D.

Language Link (pg. 52)
Seneca Nation
PO Box 231
Salamanca, NY 14479
716-945-1790
Contact: Rick Jemison

Linking Lifetimes (pg. 44)
Gulf Coast Jewish Family and Mental Health Services
14041 ICOT Boulevard
Clearwater, Florida 34620
813-538-7460
Contact: Jan Ockunzzi, Project Director

Partners for Tomorrow (pg. 60)
Arrowhead Regional Development Commission
330 Canal Park Drive
Duluth, Minnesota 55802
218-722-5545
Contact: Sally Rae Hedtke, Coordinator

Project Care (pg. 44)
S. Bethlehem Neighborhood Center
Bethlehem, Pennsylvania 18016
215-865-2791
Contact: Eric Bergman, Coordinator
Rhonda Owen, Coordinator

RSVP Intergenerational Partnership Project (pg. 42)
Senior Citizen Services
1375 Peachtree Street, NE, Suite 450
Atlanta, Georgia 30309
404-881-5974
Contact: Marshall Neil

RSVP Intergenerational Alliance (pg. 26)
RSVP of the Capital Region
5301 Jonestown Road
Harrisburg, Pennsylvania 17112
717-541-9521
Contact: Trudy Gaskins, Director

Self-Esteem Through Service (pg. 24)
Interages Center
9411 Connecticut Avenue
Kensington, MD 20895
(301) 949-3551
Contact: Austin Heyman, Executive Director

Senior-Teen Partnership (pg. 23)
St. Paul-Ramsey Medical Center
640 Jackson Street
St. Paul, Minnesota 55101
612-221-2820
Contact: Arlene Cepull, RSVP Director

Town History Project (pg. 34)
Coos County RSVP
220 Main Street
Berlin, New Hampshire 03570
603-752-4103
Contact: Pamela Dorland

Youth and Senior Outreach (pg. 46)
Illinois Corrections & School District 428
1735 West Taylor Street, Suite 201
Chicago, Illinois 60612
312-413-1600
Contact: Willean Leslie

Corporation for National & Community Service Grants

	Program	Who Can Apply?	Description of Program
K-12 & Higher Ed. Programs	School-based Service Learning Programs (Subtitle B1A)	3% set-aside for Indian tribes and U.S. Territories. States through State Educational Agencies: 75% by population and Chapter 1, ESEA, 25% competitively.	Programs will involve school age individuals in service learning projects. Examples include programs to expand state capacity, to provide teacher training, to develop service learning curricula, and establish effective outreach programs.
	Community-based Service Learning Programs (Subtitle B1B)	Competitively to State Commissions, Grantmaking entities, and Qualified Organizations.	Programs will be run by qualified organizations to implement, operate, expand, and/or replicate a community-based program providing meaningful service.
	Higher Education Service Learning Programs (Subtitle B2)	Institutions of Higher Education (including a combination of such institutions) and partnerships between Institutions of Higher Education and other nonprofits.	Programs will employ university students, faculty, administration, staff and/or local residents to engender a sense of social responsibility and meet community needs.
Americorps	National Service Programs, States by formula (Subtitle C)	State Commissions (or approved alternative state entities) will apply to the Corporation for funding to make subgrants to programs (including public and private non-profit organizations and agencies).	Generally, all programs must address unmet human, educational, environmental and/or public safety needs. Such programs may include 1) community corps programs involving diverse teams of participants, 2) full-time youth corps programs, 3) programs which provide training in service learning, 4) programs that recruit individual with specialized skills, 5) programs which place participants individually, 6) campus-based service programs, 7) pre-professional training programs, 8) professional corps programs, 9) programs where economically disadvantaged youths and young adults work to meet housing and community needs of low-income areas, 10) entrepreneurial programs that identify and train gifted young adults, 11) intergenerational programs, 12) programs providing after-school "safe places," 13) programs focusing on rural community needs, and 14) programs designed to alleviate hunger.
	National Service Programs, States Competitive (Subtitle C)		
	National Service Programs; Competitive (Subtitle C)	Competitive to State commissions, public and private nonprofits, Federal and State agencies and other qualified entities. (No more than 1/3 of this portion to Federal agencies.)	
	National Service Programs; Indian & Territories (Subtitle C)	Indian Tribes and U.S. Territories.	
Other Funds	Training & Tech. Assistance	Organizations and/or states conducting research, planning, coordinating activities and providing training and technical assistance to service programs.	Training and technical assistance available either directly or through grants to current and prospective national service grantees.
	Investment for Quality and Innovation (Subtitle H)	States and nonprofit organizations.	The Corporation may support a wide variety of community service programs that do not meet the guidelines for subtitles B & C.

National Senior Volunteer Corps Fact Sheet

The Programs

The National Senior Volunteer Corps manages the Foster Grandparent, the Senior Companion and the Retired and Senior Volunteer Programs. Together, these programs involve over 470,000 volunteers, who serve in 1,223 local projects and devote an annual total of approximately 111.3 million hours of service to their local communities. Foster Grandparents and Senior Companions are low-income people who serve 20 hours per week and receive a small stipend. There are no restrictions on income or hours of service for RSVP volunteers who serve without stipend.

The Volunteers

Foster Grandparents are low-income people age 60 and over who provide one-on-one assistance to children with special and exceptional needs. They serve children who have disabilities, those who are abused and neglected, and teen parents and their offspring. Some volunteers care for children who are HIV-positive or are addicted to drugs. They also serve as mentors to youth. Foster Grandparents serve 20 hours per week and receive a modest stipend and other benefits.

Senior Companions, all low-income persons age 60 or over, provide individualized care and assistance to other adults, especially the frail elderly. Their services help the homebound achieve and maintain their highest possible level of independent living. Senior Companions receive a modest stipend and other benefits.

RSVP offers opportunities for persons age 55 and over to use their talents and experience in community service according to the individual's skills and interests. RSVP operates through grants to private and public non-profit organizations in local communities where local fiscal support is generated.

RSVP addresses a full spectrum of community needs: volunteers often elect to continue in their professional fields—providing consultant services to non-profit agencies, legal and consumer advice to low-income families and supplemental nursing services to the frail elderly. Volunteers may pick an assignment for the new challenge it offers—producing plays for children on the dangers of drug abuse, acting as museum tour guides or lecturing at nature centers.

National Senior Volunteer Corps
1100 Vermont Avenue, NW
Washington, DC 20525

(202) 606-4855
TDD: (202) 606-5256

Effective as of November 15, 1993

A part of the Corporation for National and Community Service

Title V of the Older Americans Act

The Senior Community Service Employment Program (SCSEP)

The **Senior Community Service Employment Program (SCSEP)** has been operating since 1965. This program is funded by the U.S. Department of Labor under Title V of the Older Americans Act. Older adults employed through this program are often referred to as "Title V workers." The program is operated by eight national organizations and the governors of each state. The national organizations include the National Urban League, the National Council on the Aging, Green Thumb, Inc., the National Council of Senior Citizens, the U.S. Forest Service, the American Association of Retired Persons, the National Caucus and Center for Black Aged, the Asociacion Nacional Pro Personas Mayores, the National Indian Council on Aging, and the National Pacific-Asian Resource Center on Aging. The program recruits low-income persons over age 55 to work part time in nonprofit, community service, or government agencies. Enrollees receive on-the-job training, and are paid at least current minimum wage. Participants also receive annual physical examinations and employment counseling. Ultimately, the goal is for these older workers to gain permanent employment in the unsubsidized private or public sector.

Contact your local Area Agency on Aging for further information.

Selected Multicultural Organizations and Organizations Serving Persons With Disabilities

Multi-Cultural:

Afro Hispanic Institute
3306 Ross Place, N.W.
Washington, D.C. 20008
(202) 966-7786

National Association for Bilingual Education
1201 16th Street, N.W., Suite 405
Washington, D.C. 20036
(202) 882-7870

African-American:

Congressional Black Caucus Foundation
1004 Pennsylvania Avenue, S.E.
Washington, D.C. 20003
(202) 543-8767
(410) 358-8900

National Association for the
Advancement of Colored People (NAACP)
4805 Mount Hope Drive
Baltimore, MD 21215

National Urban League
500 East 62nd Street
New York, NY 10021
(212) 310-9000

Latino:

National Conference of La Raza
20 F Street, N.W., Second Floor
Washington, D.C. 20001
(202) 289-1380

National Forum of Hispanic Organizations
1011 15th Street, N.W.
Washington, D.C. 20005
(202) 638-0505

Native American:

American Indian Information Center
139-11 87th Avenue
Briarwood, NY 11435
(718) 291-7732

United National Indian Tribal Youth
P.O. Box 25042
Oklahoma City, OK 73125
(405) 524-2021

National Indian Youth Leadership
Project
650 Vandenbosch Parkway
Gallup, NM 87301
(505) 722-9176: Mac Hall

Asian-American:

Asian American Foundation
370 Grand Avenue
Oakland, CA 94610
(415) 465-3500

Organizations Serving Persons With Disabilities

American Association on Mental Retardation (AAMR)
1719 Kalorama Road, N.W.
Washington, D.C. 20009
(800) 424-3688

The Arc
(formerly the Association for
Retarded Citizens of the U.S.)
National Headquarters
500 East Border, Suite 300
Arlington, TX 76010
(800) 433-5355
TDD: (800) 855-1155 (Ask operator to place a
collect call to (817) 277-0563)

National Association of State Directors
of Special Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
(703) 519-3800

United Cerebral Palsy Association
522 K Street, NW, Suite 112
Washington, DC 20005
(202) 842-1226

American Association of University Affiliated
Programs for Persons with Developmental
Disabilities
8630 Fenton Street, Suite 410
Silver Spring, MD 20910
(301) 588-8252

National Easter Seal Society
1350 New York Avenue, NW
Suite 915
Washington, DC 20005
(202) 347-3066

National Association of Developmental Disabilities Council
1234 Massachusetts Avenue, NW
Washington, DC 20005
(202) 347-1234

National Association of State Mental Health Program
Program Directors
66 Canal Center Plaza, Suite 302
Alexandria, VA 22314
(703) 739-9333

Building Intergenerational Understanding Exercise

Growing Up and Growing Older: Confronting Ageism

I. Each of the following statements expresses a stereotype about a group of people defined only as "they." Beside each number, indicate whether you think a younger person is talking about older people (OP) or an older person is talking about young people (YP).

______1. They always stick together and keep their distance from other age groups.
______2. I hate the way they drive. They're a menace on the road.
______3. They're always taking and never giving. They think the world owes them a living.
______4. They're so opinionated. They think they know it all.
______5. They're never satisfied, always complaining about something.
______6. Don't hire them because you can't depend on them.
______7. They always hang around the parks and shopping malls.
______8. They're always so forgetful.
______9. I wish I had as much freedom as they have.
______10. They should act their age.

II. Small-Group Discussion: Which of the above statements represent common stereotypes of young people? Of older people? Of both?

III. Class Discussion: Stereotypes form the basis of prejudice and discrimination. As a teenager or an older adult, have you ever experienced or known anyone who experienced prejudice or discrimination based on age? Possible occasions for age discrimination are when applying for a job, renting an apartment, or trying to participate in an activity intended for another age group.

Can both younger and older people be the victims of prejudice and discrimination based on age? Are there any other ways in which ***growing up is*** similar to ***growing old?*** What are they?

What can be done about age-based prejudice and discrimination? Do you think this is a problem that older and younger people might work on together?

This activity is adapted with permission
from one developed by Fran Pratt, director
of the Center for Understanding Aging,
Framingham (MA) State College.

generations united

a coalition of over 100 national organizations on intergenerational issues and programs

Members

American Academy of Child and Adolescent Psychiatry
American Academy of Pediatrics
American Association for International Aging
American Association of Children's Residential Centers
American Association of Homes for the Aging
American Diabetes Association, Inc.
American Federation of Teachers
American Foundation for the Blind
American Home Economics Association
The American Occupational Therapy Association, Inc.
The American Orthopsychiatric Association, Inc.
American Public Welfare Association
American Red Cross
American Society on Aging
Asociacion Nacional Pro Personas Mayores
Association for the Care of Children's Health
Association of Junior Leagues International
Big Brothers/Big Sisters of America
Boy Scouts of America
B'nai B'rith International
B'nai B'rith Women
Camp Fire Inc.
Catholic Charities USA
Center for Law and Social Policy
Center for Population Options
Center for Understanding Aging, Inc.
Center on Rural Elderly
Child Care Action Campaign
Children's Foundation
Christian Children's Fund, Inc.
Close Up Foundation
National Coalition of State Juvenile Justice Advisory Groups
Congressional Award Foundation
Council of Jewish Federations, Inc.
Creative Grandparenting, Inc.
Epilepsy Foundation of America
Family Resource Coalition
Family Service America
Foundation for Exceptional Children
Foundation for Grandparenting
Future Homemakers of America, Inc.
Generations Together
Gerontological Society of America
Girl Scouts of the USA
Girls Incorporated
Gray Panthers
Green Thumb, Inc.
The Home and School Institute, Inc.
Institute for Educational Leadership
International Council on Social Welfare
Joint Action in Community Service, Inc. (JACS)
The Joseph P. Kennedy, Jr. Foundation
Lifespan Resources, Inc.
Little Brothers Friends of the Elderly
Lutheran Office for Governmental Affairs
Magic Me
The National Assembly of National Voluntary Health and Social Welfare Organizations
National Association for the Education of Young Children
National Association for Home Care
National Association of Area Agencies on Aging
National Association of Children's Hospitals and Related Institutions
National Association of Community Action Agencies
National Association of Counties
National Association of Foster Grandparent Directors/RSVP Directors/Senior Companion Directors
National Association of Homes for Children
National Association of Meal Programs
National Association of Partners in Education
National Association of Service and Conservation Corps
National Association of Social Workers
National Association of State Boards of Education
National Association of State Units on Aging
The National Benevolent Association of the Christian Church
National Black Child Development Institute, Inc.
National Caucus and Center on the Black Aged
National Citizens' Coalition for Nursing Home Reform
National Committee for Adoption
National Committee for Prevention of Child Abuse
National Community Action Foundation
National Community Education Association
National Council of Catholic Women
National Council of Jewish Women
National Council of Senior Citizens
National Council on the Aging
National Council on Child Abuse and Family Violence
National Council on Family Relations
National Crime Prevention Council
National Education Association
National Family Caregivers Association
National Farmers Union
National Hispanic Council on Aging
National Indian Council on Aging, Inc.
National Meals on Wheels Foundation
National Mental Health Association
The National Network of Runaway and Youth Services, Inc.
National Organization for Women, Legal Defense and Education Fund
The National PTA
National Perinatal Association
National Puerto Rican Forum
National Recreation and Parks Association
National Urban League, Inc.
National Women's Political Caucus
Older Women's League
OMB Watch
Opportunities for Older Americans
Orphan Foundation of America
Parent Action
Positive Youth Developement Initiative
Public/Private Ventures, Inc.
Salvation Army
Save the Children
Temple University Center for Intergenerational Learning
Travelers Aid International
United Way of America
Vesper Society
WAIF, Inc.
WAVE, Inc.
YMCA of the USA
YWCA of the USA
Youth Service America
Youth Volunteer Corps of America

State and local intergenerational coalitions affiliated with Generations United

Colorado Intergenerational Network
Illinois Intergenerational Initiative
Chicago Metropolitan Intergenerational Committee
Intergenerational Task Force of DuPage Consortium
Kansas Intergenerational Network
Interages Center (Montgomery County Maryland)
Massachusetts Intergenerational Network
Generations United of Michigan
Sanilac County Intergenerational Coalition
Missouri Intergenerational Network
Nebraska Generations United
New Mexico Intergenerational Network
New York State Intergenerational Network
Oregon Generations Together
Let's Link Ages in Virginia
Seattle-King County Generations United
Wisconsin Intergenerational Network

Staff

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Nina Sperber, Administrative Assistant

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	Executive Director Child Welfare League of America	*President* National Council on the Aging	*Executive Director* American Association of Retired Persons	*President* Children's Defense Fund

Product Evaluation Form

Young and Old Serving Together
Meeting Community Needs Through Intergenerational Partnerships
Product Evaluation

We welcome your comments and suggestions to guide our future work in providing useful and relevant information on programs to bring young and old together to serve their community and one another.

5 = EXCELLENT 4 = GOOD 3= AVERAGE 2 = BELOW AVERAGE 1 = POOR

1. Does this publication offer specific information useful in developing intergenerational community service programs?
1☐ 2☐ 3☐ 4☐ 5☐

2. Does the information on intergenerational community service have practical application to your community?
1☐ 2☐ 3☐ 4☐ 5☐

3. Does it prepare you to develop programs where young and old serve their communities together?
1☐ 2☐ 3☐ 4☐ 5☐

4. Has this book encouraged you to create and develop intergenerational community service programs?
1☐ 2☐ 3☐ 4☐ 5☐

5. Has this book encouraged you to add intergenerational components to existing programs?
1☐ 2☐ 3☐ 4☐ 5☐

6. Are the Appendices helpful and comprehensive?
1☐ 2☐ 3☐ 4☐ 5☐

7. Does the book communicate the information in a clear and interesting manner?
1☐ 2☐ 3☐ 4☐ 5☐

8. What aspect of the book was particularly helpful?

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9. What improvements would you suggest?

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10.Overall rating.
1☐ 2☐ 3☐ 4☐ 5☐

COMMENTS/SUGGESTIONS:

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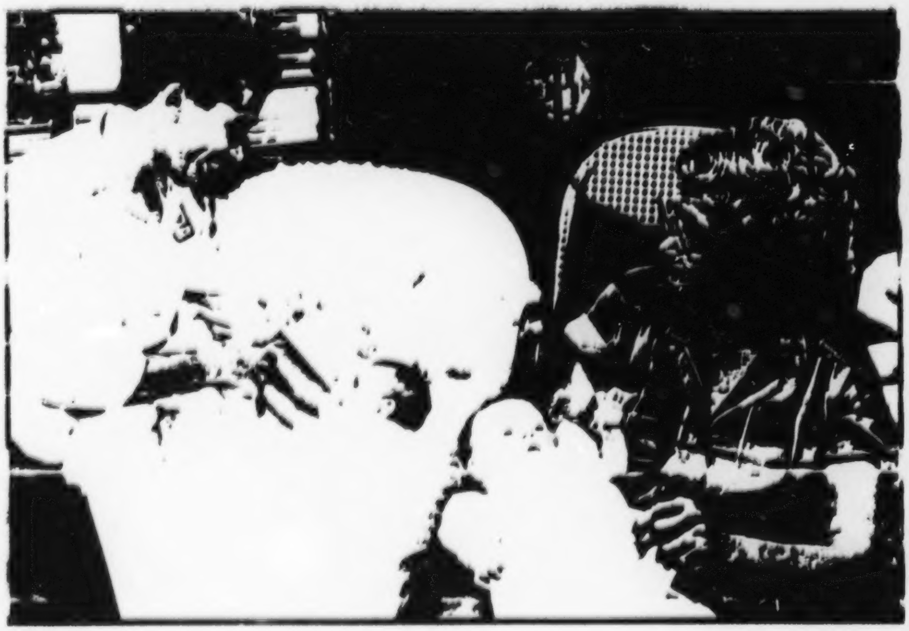
Please complete and return to:
Generations United
c/o CWLA
440 First St., NW, Suite 310
Washington, DC 20001-2085
Tel. (202)638-2952 • FAX (202)638-4004

"What I like best about the program is working with the older people and us kids together. I like the things we do and the stories we tell and everything we do together in our community."

—Mike, Youth Partner for Tomorrow, Minnesota, age 12



"The possibilities for combining the elderly and youth in service programs are the most promising and the most underexplored issues associated with national service. We urge more attention to them."

—Richard Danzig and Peter Szanton
Co-authors of *National Service: What Would it Mean?*

"The way I feel, I have more energy than I can tell you working with these kids. These children keep my brain working all the time!"

—Margaret, Older Adult Partner for Tomorrow, Minnesota, age 71

"Ask anyone in our program—young or old—what makes it all work...and the answer is always the same: the mix of ages. Meaning, the value of that mix and the power of that mix."

—Margie, Volunteer Maryland, age 23

generations united

a coalition of over 100 national organizations on intergenerational issues and programs

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